

Vermilion Local School District

Course of Study

K-12 Health & Physical Fitness



Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources

PO 2210-Curriculum Development

PO 2220-Adoption of Courses of Study

PO 2510-Adoption of Textbooks

PO 2520-Selection of Instructional Materials and Equipment

PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

HPE - Kindergarten

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
	Unit 1: QUARTER 1	5 lessons
	Unit 2: QUARTER 2	1 lessons
	Unit 3: QUARTER 3	1 lessons
	Unit 4: QUARTER 4	1 lessons

Unit 1: QUARTER 1

HPE - Kindergarten - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills - Elements of each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Teacher/Student Demo: Calming Corner SM

Teacher/Student Demo: Conflict Corner RS

Student engaged lecture/activity: SEL lesson - Wrinkled Heart SoA/RS

Student engaged lecture/activity: SEL lesson - "I Can" SA/SM

Unit 1: QUARTER 1

HPE - Kindergarten - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Warm-up and Locomotor Laps
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Discuss the importance of kind words in the gym environment
- **Make “I Can” statements related to difficult activities in the gym

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency

STANDARDS

Ohio - Kindergarten - Physical Education
1.A.1.
Demonstrate walk, run and slide locomotor skills using critical elements.
1.A.2.
Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
1.A.3.
Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
1.A.4.
Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
1.A.6.

Unit 1: QUARTER 1

HPE - Kindergarten - Last Updated on June 26, 2023

Move in time with a changing beat (e.g., music, drum, clap, stomp).
1.B.3.
Use different body parts to strike a lightweight object (e.g., balloon) and keep it in the air.
1.B.4.
Kick a stationary ball.
1.B.6.
Roll a ball underhand.
2.A.1.
Establish a movement vocabulary through exploration of body, space, effort and relationships.
2.A.2.
Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
2.A.3.
Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
2.A.4.
Identify boundaries for self-space and general space.
2.B.1.
Differentiate among locomotor skills.
2.B.2.
Repeat cue words for fundamental motor skills.
3.A.1.
Recognize and differentiate between physical activity and inactivity.
3.B.4.
Identify ways to stretch muscles in the body.
4.A.1.

Unit 1: QUARTER 1

HPE - Kindergarten - Last Updated on June 26, 2023

Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and safely in self and shared space.
4.A.4.
Explain rules related to safety and activity-specific procedures.
5.A.1.
Recognize physical activity has positive health benefits.
5.B.1.
Identify physical activities that are fun.

Unit 2: QUARTER 2

HPE - Kindergarten - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills - Elements of Each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Kicking, Soccer Dribbling, Basketball Dribbling

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Gratitude SA/SM

Student engaged lecture/activity: SEL lesson - “This Is Me” SA

Unit 2: QUARTER 2

HPE - Kindergarten - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Play Group Games
- **Perform Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **List things they are grateful for in terms of movement and activity
- **Understand the importance of self love and confidence

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency

STANDARDS

Ohio - Kindergarten - Physical Education	
1.A.1.	Demonstrate walk, run and slide locomotor skills using critical elements.
1.A.2.	Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
1.A.3.	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
1.A.4.	Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).

Unit 2: QUARTER 2

HPE - Kindergarten - Last Updated on June 26, 2023

1.A.6.
Move in time with a changing beat (e.g., music, drum, clap, stomp).
1.B.4.
Kick a stationary ball.
1.B.5.
Dribble objects with the hand in a closed or stable environment.
1.B.6.
Roll a ball underhand.
2.A.1.
Establish a movement vocabulary through exploration of body, space, effort and relationships.
2.A.2.
Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
2.A.3.
Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
2.A.4.
Identify boundaries for self-space and general space.
2.B.1.
Differentiate among locomotor skills.
2.B.2.
Repeat cue words for fundamental motor skills.
3.A.1.
Recognize and differentiate between physical activity and inactivity.
3.B.1.
Recognize activities that could be used to improve each component of health-related fitness.

Unit 2: QUARTER 2

HPE - Kindergarten - Last Updated on June 26, 2023

3.B.3.
Recognize the importance of muscular strength to support body weight.
3.B.4.
Identify ways to stretch muscles in the body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and safely in self and shared space.
4.A.4.
Explain rules related to safety and activity-specific procedures.
5.A.1.
Recognize physical activity has positive health benefits.
5.B.1.
Identify physical activities that are fun.

Unit 3: QUARTER 3

HPE - Kindergarten - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Throwing and Catching

Heart Health Lesson

Jump Rope for Heart - One Week Event

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Jump Rope for Heart SA

Student engaged lecture/activity: SEL lesson - Compassion/Empathy SA/RS

Unit 3: QUARTER 3

HPE - Kindergarten - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Know facts about the heart and be able to “check” their pulse
- **Understand different ways to show compassion and understanding especially in the gym environment

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency

STANDARDS

Ohio - Kindergarten - Physical Education
1.A.1.
Demonstrate walk, run and slide locomotor skills using critical elements.
1.A.2.
Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
1.A.3.
Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
1.A.4.
Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).

Unit 3: QUARTER 3

HPE - Kindergarten - Last Updated on June 26, 2023

1.A.6.
Move in time with a changing beat (e.g., music, drum, clap, stomp).
1.B.1.
Throw objects in a variety of ways to oneself.
1.B.2.
Catch a bounced ball.
1.B.4.
Kick a stationary ball.
1.B.6.
Roll a ball underhand.
2.A.1.
Establish a movement vocabulary through exploration of body, space, effort and relationships.
2.A.2.
Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
2.A.3.
Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
2.A.4.
Identify boundaries for self-space and general space.
2.B.1.
Differentiate among locomotor skills.
2.B.2.
Repeat cue words for fundamental motor skills.
3.A.1.
Recognize and differentiate between physical activity and inactivity.

Unit 3: QUARTER 3

HPE - Kindergarten - Last Updated on June 26, 2023

3.A.2.
Track the amount of physical activity within physical education.
3.A.3.
Recognize that food provides energy for physical activity.
3.B.1.
Recognize activities that could be used to improve each component of health-related fitness.
3.B.2.
Recognize that when one moves fast, the heart beats faster and breathing becomes faster.
3.B.3.
Recognize the importance of muscular strength to support body weight.
3.B.4.
Identify ways to stretch muscles in the body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and safely in self and shared space.
4.A.4.
Explain rules related to safety and activity-specific procedures.
5.A.1.
Recognize physical activity has positive health benefits.
5.B.1.
Identify physical activities that are fun.

Unit 4: QUARTER 4

HPE - Kindergarten - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness Testing: Jump Rope, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson -

Unit 4: QUARTER 4

HPE - Kindergarten - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Can list health benefits of, reasons to participate in, and opportunities for physical activity

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency

STANDARDS

Ohio - Kindergarten - Physical Education
1.A.1.
Demonstrate walk, run and slide locomotor skills using critical elements.
1.A.2.
Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
1.A.3.
Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
1.A.4.
Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
1.A.6.

Unit 4: QUARTER 4

HPE - Kindergarten - Last Updated on June 26, 2023

Move in time with a changing beat (e.g., music, drum, clap, stomp).
1.B.4.
Kick a stationary ball.
1.B.6.
Roll a ball underhand.
2.A.1.
Establish a movement vocabulary through exploration of body, space, effort and relationships.
2.A.2.
Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
2.A.3.
Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
2.A.4.
Identify boundaries for self-space and general space.
2.B.1.
Differentiate among locomotor skills.
2.B.2.
Repeat cue words for fundamental motor skills.
3.A.1.
Recognize and differentiate between physical activity and inactivity.
3.B.1.
Recognize activities that could be used to improve each component of health-related fitness.
3.B.2.
Recognize that when one moves fast, the heart beats faster and breathing becomes faster.
3.B.3.

Unit 4: QUARTER 4

HPE - Kindergarten - Last Updated on June 26, 2023

Recognize the importance of muscular strength to support body weight.
3.B.4.
Identify ways to stretch muscles in the body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and safely in self and shared space.
4.A.4.
Explain rules related to safety and activity-specific procedures.
5.A.1.
Recognize physical activity has positive health benefits.
5.B.1.
Identify physical activities that are fun.

HPE - 1st grade

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
	Unit 1: QUARTER 1	5 lessons
	Unit 2: QUARTER 2	1 lessons
	Unit 3: QUARTER 3	1 lessons
	Unit 4: QUARTER 4	1 lessons

Unit 1: QUARTER 1

HPE - 1st grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills - Elements of each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness Testing: Jump Rope, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Teacher/Student Demo: Calming Corner SM

Teacher/Student Demo: Conflict Corner RS

Student engaged lecture/activity: SEL lesson - Wrinkled Heart SoA/RS

Student engaged lecture/activity: SEL lesson - "I Can" SA/SM

Unit 1: QUARTER 1

HPE - 1st grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Warm-up and Locomotor Laps
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Pre-Testing
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Discuss the importance of kind words in the gym environment
- **Make “I Can” statements related to difficult activities in the gym

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 1 - Physical Education
1.A.1.
Demonstrate gallop and hop locomotor skills using critical elements.
1.A.2.
Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
1.A.3.
Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g.,

Unit 1: QUARTER 1

HPE - 1st grade - Last Updated on June 26, 2023

mirroring or matching a partner) stimuli.
1.A.6.
Move to a rhythmic beat or pattern.
2.A.1.
Describe movement vocabulary terms in body, space, effort and relationships.
2.A.2.
Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
2.A.4.
Apply concepts of self and general space to accomplish movement tasks.
2.B.2.
Repeat cue words for fundamental motor skills and apply them to improve performance.
3.A.1.
Identify opportunities for physical activity during the school day.
3.B.3.
Identify ways to strengthen muscles.
3.B.4.
Identify ways to stretch muscles in the upper and lower body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and complete activities.
4.A.4.

Unit 1: QUARTER 1

HPE - 1st grade - Last Updated on June 26, 2023

Explain rules related to safety and activity-specific procedures.
4.B.1.
Follow instructions and class procedures while participating in physical education activities.
4.B.2.
Demonstrate cooperation and consideration of others in partner and group physical activities.
4.B.3.
Demonstrate willingness to work with a variety of partners in physical education activities.
5.A.1.
Recognize more physical activity leads to additional health benefits.
5.B.1.
Identify why a physical activity is fun.
2.B.1.
Differentiate among non-locomotor and manipulative skills.

Unit 2: QUARTER 2

HPE - 1st grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills - Elements of Each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Kicking, Soccer Dribbling, Basketball Dribbling

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Gratitude SA/SM

Student engaged lecture/activity: SEL lesson - “This Is Me” SA

Unit 2: QUARTER 2

HPE - 1st grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Self Recorded
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **List things they are grateful for in terms of movement and activity
- **Understand the importance of self love and confidence

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 1 - Physical Education
1.A.1.
Demonstrate gallop and hop locomotor skills using critical elements.
1.A.2.
Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
1.A.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.
1.A.6.
Move to a rhythmic beat or pattern.

Unit 2: QUARTER 2

HPE - 1st grade - Last Updated on June 26, 2023

1.B.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.
1.B.5.
Dribble an object with hands and feet in a stable environment through self and general space.
1.B.6.
Roll a ball to a specified target.
2.A.1.
Describe movement vocabulary terms in body, space, effort and relationships.
2.A.2.
Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
2.A.3.
Apply different degrees of force, speed and direction when directed by the teacher.
2.A.4.
Apply concepts of self and general space to accomplish movement tasks.
2.B.1.
Differentiate among non-locomotor and manipulative skills.
2.B.2.
Repeat cue words for fundamental motor skills and apply them to improve performance.
3.B.1.
Identify activities that align with each component of health-related fitness.
3.B.3.
Identify ways to strengthen muscles.
3.B.4.
Identify ways to stretch muscles in the upper and lower body.

Unit 2: QUARTER 2

HPE - 1st grade - Last Updated on June 26, 2023

4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and complete activities.
4.A.4.
Explain rules related to safety and activity-specific procedures.
4.B.1.
Follow instructions and class procedures while participating in physical education activities.
4.B.2.
Demonstrate cooperation and consideration of others in partner and group physical activities.
4.B.3.
Demonstrate willingness to work with a variety of partners in physical education activities.
5.A.1.
Recognize more physical activity leads to additional health benefits.
5.B.1.
Identify why a physical activity is fun.

Unit 3: QUARTER 3

HPE - 1st grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Throwing and Catching

Heart Health Lesson

Jump Rope for Heart - One Week Event

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Jump Rope for Heart SA

Student engaged lecture/activity: SEL lesson - Compassion/Empathy SA/RS

Unit 3: QUARTER 3

HPE - 1st grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Complete Fitness Tests - Self Recorded
- **Know facts about the heart and be able to “check” their pulse
- **Understand different ways to show compassion and understanding especially in the gym environment

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 1 - Physical Education
1.A.1.
Demonstrate gallop and hop locomotor skills using critical elements.
1.A.2.
Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
1.A.3.
Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g.,

Unit 3: QUARTER 3

HPE - 1st grade - Last Updated on June 26, 2023

mirroring or matching a partner) stimuli.
1.A.6.
Move to a rhythmic beat or pattern.
1.B.1.
Throw using variations in time/force.
1.B.2.
Catch a self-tossed object with hands or an implement.
1.B.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.
1.B.6.
Roll a ball to a specified target.
2.A.1.
Describe movement vocabulary terms in body, space, effort and relationships.
2.A.2.
Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
2.A.3.
Apply different degrees of force, speed and direction when directed by the teacher.
2.A.4.
Apply concepts of self and general space to accomplish movement tasks.
2.B.1.
Differentiate among non-locomotor and manipulative skills.
2.B.2.
Repeat cue words for fundamental motor skills and apply them to improve performance.
3.A.1.

Unit 3: QUARTER 3

HPE - 1st grade - Last Updated on June 26, 2023

Identify opportunities for physical activity during the school day.
3.A.2.
Track the amount of physical activity within the school day.
3.A.3.
Differentiate between healthy and unhealthy food and beverage choices for physical activity.
3.B.1.
Identify activities that align with each component of health-related fitness.
3.B.2.
Identify the heart as a muscle that grows stronger with exercise and physical activity.
3.B.3.
Identify ways to strengthen muscles.
3.B.4.
Identify ways to stretch muscles in the upper and lower body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and complete activities.
4.A.4.
Explain rules related to safety and activity-specific procedures.
4.B.1.
Follow instructions and class procedures while participating in physical education activities.
4.B.2.

Demonstrate cooperation and consideration of others in partner and group physical activities.
4.B.3.
Demonstrate willingness to work with a variety of partners in physical education activities.
5.A.1.
Recognize more physical activity leads to additional health benefits.
5.B.1.
Identify why a physical activity is fun.

Unit 4: QUARTER 4

HPE - 1st grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness Testing: Jump Rope, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson -

Unit 4: QUARTER 4

HPE - 1st grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Final Test
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Can list health benefits of, reasons to participate in and opportunities for physical activity

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 1 - Physical Education

1.A.1.

Demonstrate gallop and hop locomotor skills using critical elements.

1.A.2.

Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.

1.A.3.

Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g.,

Unit 4: QUARTER 4

HPE - 1st grade - Last Updated on June 26, 2023

mirroring or matching a partner) stimuli.
1.A.4.
Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
1.A.5.
Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
1.A.6.
Move to a rhythmic beat or pattern.
1.B.3.
Strike an object (e.g., ball, balloon) using different body parts.
1.B.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.
1.B.6.
Roll a ball to a specified target.
2.A.1.
Describe movement vocabulary terms in body, space, effort and relationships.
2.A.2.
Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
2.A.3.
Apply different degrees of force, speed and direction when directed by the teacher.
2.A.4.
Apply concepts of self and general space to accomplish movement tasks.
2.B.1.
Differentiate among non-locomotor and manipulative skills.

Unit 4: QUARTER 4

HPE - 1st grade - Last Updated on June 26, 2023

2.B.2.
Repeat cue words for fundamental motor skills and apply them to improve performance.
3.A.1.
Identify opportunities for physical activity during the school day.
3.A.2.
Track the amount of physical activity within the school day.
3.B.1.
Identify activities that align with each component of health-related fitness.
3.B.2.
Identify the heart as a muscle that grows stronger with exercise and physical activity.
3.B.3.
Identify ways to strengthen muscles.
3.B.4.
Identify ways to stretch muscles in the upper and lower body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Work independently and complete activities.
4.A.4.
Explain rules related to safety and activity-specific procedures.
4.B.1.
Follow instructions and class procedures while participating in physical education activities.

Unit 4: QUARTER 4

HPE - 1st grade - Last Updated on June 26, 2023

4.B.2.
Demonstrate cooperation and consideration of others in partner and group physical activities.
4.B.3.
Demonstrate willingness to work with a variety of partners in physical education activities.
5.A.1.
Recognize more physical activity leads to additional health benefits.
5.B.1.
Identify why a physical activity is fun.

HPE - 2nd grade

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
	Unit 1: QUARTER 1	5 lessons
	Unit 2: QUARTER 2	1 lessons
	Unit 3: QUARTER 3	1 lessons
	Unit 4: QUARTER 4	1 lessons

Unit 1: QUARTER 1

HPE - 2nd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills - Elements of each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness Testing: Jump Rope, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Teacher/Student Demo: Calming Corner SM

Teacher/Student Demo: Conflict Corner RS

Student engaged lecture/activity: SEL lesson - Wrinkled Heart SoA/RS

Student engaged lecture/activity: SEL lesson - "I Can" SA/SM

Unit 1: QUARTER 1

HPE - 2nd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Warm-up and Locomotor Laps
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Pre-Testing
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Discuss the importance of kind words in the gym environment
- **Make “I Can” statements related to difficult activities in the gym

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **2nd Gr Ohio Physical Education Evaluation - Physical Components
- **Fitness Test Scores

STANDARDS

Ohio - Grade 2 - Physical Education

1.A.1.

Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.

1.A.2.

Unit 1: QUARTER 1

HPE - 2nd grade - Last Updated on June 26, 2023

Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.
1.A.3.
Perform combinations of non-locomotor and locomotor skills in a movement pattern.
1.A.4.
Demonstrate static and balance skills as part of a movement pattern.
1.A.6.
Perform rhythmic dance steps and sequences.
1.B.4.
Kick a rolled or moving ball with the laces for power.
1.B.6.
Roll a ball or object to a moving target.
2.A.2.
Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
2.A.3.
Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
2.A.4.
Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.
2.B.1.
Differentiate among non-locomotor and manipulative skills.
2.B.2.
Repeat cue words for fundamental motor skills and apply them to improve performance.
3.B.1.
Recall activities that align with each component of health-related fitness.
3.B.3.

Unit 1: QUARTER 1

HPE - 2nd grade - Last Updated on June 26, 2023

Identify activities to improve muscular strength.
3.B.4.
Identify ways to stretch muscles in various parts of the body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Complete activities and take responsibility for actions.
4.A.4.
Explain rules related to safety and activity-specific procedures.
4.B.1.
Follow instructions and class procedures while participating in physical education activities.
4.B.2.
Describe examples of cooperation and sharing in a variety of physical activities.
4.B.3.
Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.
5.A.1.
Identify specific health benefits from participation in daily physical activity.
5.B.1.
Discuss personal reasons (why?) for enjoying physical activity.

Unit 2: QUARTER 2

HPE - 2nd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills - Elements of Each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Kicking, Soccer Dribbling, Basketball Dribbling

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Gratitude SA/SM

Student engaged lecture/activity: SEL lesson - “This Is Me” SA

Unit 2: QUARTER 2

HPE - 2nd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Self Recorded
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **List things they are grateful for in terms of movement and activity
- **Understand the importance of self love and confidence

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores
- **2nd Gr Ohio Physical Education Evaluation - Physical Components

STANDARDS

Ohio - Grade 2 - Physical Education
1.A.1.
Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.
1.A.2.
Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.

Unit 2: QUARTER 2

HPE - 2nd grade - Last Updated on June 26, 2023

1.A.3.
Perform combinations of non-locomotor and locomotor skills in a movement pattern.
1.A.4.
Demonstrate static and balance skills as part of a movement pattern.
1.A.6.
Perform rhythmic dance steps and sequences.
1.B.4.
Kick a rolled or moving ball with the laces for power.
1.B.5.
Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.
1.B.6.
Roll a ball or object to a moving target.
2.A.1.
Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.
2.A.2.
Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
2.A.3.
Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
2.A.4.
Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.
2.B.1.
Differentiate among non-locomotor and manipulative skills.
2.B.2.
Repeat cue words for fundamental motor skills and apply them to improve performance.

Unit 2: QUARTER 2

HPE - 2nd grade - Last Updated on June 26, 2023

3.B.1.
Recall activities that align with each component of health-related fitness.
3.B.3.
Identify activities to improve muscular strength.
3.B.4.
Identify ways to stretch muscles in various parts of the body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Complete activities and take responsibility for actions.
4.A.4.
Explain rules related to safety and activity-specific procedures.
4.B.1.
Follow instructions and class procedures while participating in physical education activities.
4.B.2.
Describe examples of cooperation and sharing in a variety of physical activities.
4.B.3.
Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.
5.A.1.
Identify specific health benefits from participation in daily physical activity.
5.B.1.
Discuss personal reasons (why?) for enjoying physical activity.

Unit 3: QUARTER 3

HPE - 2nd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Throwing and Catching

Heart Health Lesson

Jump Rope for Heart - One Week Event

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Progress/Imp Refl SA/SM

Student engaged lecture/activity: SEL lesson - Jump Rope for Heart SA

Student engaged lecture/activity: SEL lesson - Compassion/Empathy SA/RS

Unit 3: QUARTER 3

HPE - 2nd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Complete Fitness Tests - Self Recorded
- **Know facts about the heart and be able to “check” their pulse
- **Understand different ways to show compassion and understanding especially in the gym environment

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores
- **2nd Gr Ohio Physical Education Evaluation - Physical Components

STANDARDS

Ohio - Grade 2 - Physical Education
1.A.1.
Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.
1.A.2.
Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.
1.A.3.

Unit 3: QUARTER 3

HPE - 2nd grade - Last Updated on June 26, 2023

Perform combinations of non-locomotor and locomotor skills in a movement pattern.
1.A.4.
Demonstrate static and balance skills as part of a movement pattern.
1.A.6.
Perform rhythmic dance steps and sequences.
1.B.1.
Throw overhand a variety of objects demonstrating a side orientation.
1.B.2.
Catch objects coming from different directions, heights and speed.
1.B.4.
Kick a rolled or moving ball with the laces for power.
1.B.6.
Roll a ball or object to a moving target.
2.A.1.
Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.
2.A.2.
Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
2.A.3.
Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
2.A.4.
Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.
2.B.1.
Differentiate among non-locomotor and manipulative skills.
2.B.2.

Unit 3: QUARTER 3

HPE - 2nd grade - Last Updated on June 26, 2023

Repeat cue words for fundamental motor skills and apply them to improve performance.
3.A.1.
Identify opportunities for physical activity at school, home and in the community.
3.A.2.
Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity.
3.A.3.
Suggest alternatives to unhealthy food and beverage choices related to physical activity.
3.B.1.
Recall activities that align with each component of health-related fitness.
3.B.2.
Name activities that increase heart rate.
3.B.3.
Identify activities to improve muscular strength.
3.B.4.
Identify ways to stretch muscles in various parts of the body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Complete activities and take responsibility for actions.
4.A.4.
Explain rules related to safety and activity-specific procedures.
4.B.1.

Unit 3: QUARTER 3

HPE - 2nd grade - Last Updated on June 26, 2023

Follow instructions and class procedures while participating in physical education activities.

4.B.2.

Describe examples of cooperation and sharing in a variety of physical activities.

4.B.3.

Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.

5.A.1.

Identify specific health benefits from participation in daily physical activity.

5.B.1.

Discuss personal reasons (why?) for enjoying physical activity.

Unit 4: QUARTER 4

HPE - 2nd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness Testing: Jump Rope, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson -

Unit 4: QUARTER 4

HPE - 2nd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Final Test
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Can list health benefits of, reasons to participate in, and opportunities for physical activity

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores
- **2nd Gr Ohio Physical Education Evaluation - Physical Components and Written Assessments

STANDARDS

Ohio - Grade 2 - Physical Education

1.A.1.

Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.

1.A.2.

Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.

Unit 4: QUARTER 4

HPE - 2nd grade - Last Updated on June 26, 2023

1.A.4.
Demonstrate static and balance skills as part of a movement pattern.
1.A.3.
Perform combinations of non-locomotor and locomotor skills in a movement pattern.
1.A.5.
Perform combinations of rolling and balance skills.
1.A.6.
Perform rhythmic dance steps and sequences.
1.B.3.
Strike a variety of objects with the hand or an implement with purpose to control force/direction.
1.B.4.
Kick a rolled or moving ball with the laces for power.
1.B.6.
Roll a ball or object to a moving target.
2.A.1.
Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.
2.A.2.
Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
2.A.3.
Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
2.A.4.
Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.
2.B.1.
Differentiate among non-locomotor and manipulative skills.

Unit 4: QUARTER 4

HPE - 2nd grade - Last Updated on June 26, 2023

2.B.2.
Repeat cue words for fundamental motor skills and apply them to improve performance.
3.A.1.
Identify opportunities for physical activity at school, home and in the community.
3.B.1.
Recall activities that align with each component of health-related fitness.
3.B.2.
Name activities that increase heart rate.
3.B.3.
Identify activities to improve muscular strength.
3.B.4.
Identify ways to stretch muscles in various parts of the body.
4.A.1.
Respond positively to reminders of appropriate safety procedures.
4.A.2.
Follow directions and handle equipment safely.
4.A.3.
Complete activities and take responsibility for actions.
4.A.4.
Explain rules related to safety and activity-specific procedures.
4.B.1.
Follow instructions and class procedures while participating in physical education activities.
4.B.2.
Describe examples of cooperation and sharing in a variety of physical activities.

Unit 4: QUARTER 4

HPE - 2nd grade - Last Updated on June 26, 2023

4.B.3.

Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.

5.A.1.

Identify specific health benefits from participation in daily physical activity.

5.B.1.

Discuss personal reasons (why?) for enjoying physical activity.

HPE - 3rd grade

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
<div></div> Unit 1: QUARTER 1		5 lessons
<div></div> Unit 2: QUARTER 2		1 lessons
<div></div> Unit 3: QUARTER 3		1 lessons
<div></div> Unit 4: QUARTER		1 lessons

Unit 1: QUARTER 1

HPE - 3rd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills - Elements of each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness Testing: Jump Rope, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Teacher/Student Demo: Calming Corner SM

Teacher/Student Demo: Conflict Corner RS

Student engaged lecture/activity: SEL lesson - Wrinkled Heart SoA/RS

Student engaged lecture/activity: SEL lesson - "I Can" SA/SM

Unit 1: QUARTER 1

HPE - 3rd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Warm-up and Locomotor Laps
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Pre-Testing
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Discuss the importance of kind words in the gym environment
- **Make “I Can” statements related to difficult activities in the gym

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 3 - Physical Education
1.A.2.
Jump rope demonstrating a variety of footwork skills.
1.A.4.
Perform teacher-selected and developmentally appropriate dance steps and movement patterns.
1.B.4.
Kick a ball with the inside of the foot to a target using the critical elements.

Unit 1: QUARTER 1

HPE - 3rd grade - Last Updated on June 26, 2023

2.A.3.
Recognize offensive and defensive situations.
2.A.4.
Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.
2.B.2.
Explain how appropriate practice improves performance.
3.B.3.
Identify activities to improve muscular strength and endurance in the core area.
3.B.4.
Recognize the importance of warm-up and cool-down activities.
4.A.1.
Follow rules, safe practices and engage in class activities.
4.A.2.
Identify equipment-specific safety rules and follow them.
4.A.3.
Recognize characteristics of the equipment and environment that affect safe play.
4.B.2.
Cooperate with a partner or small group by taking turns and sharing equipment.
4.B.3.
Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
4.B.4.
Demonstrate cooperation with others when resolving conflict.
5.A.1.
Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.

Unit 1: QUARTER 1

HPE - 3rd grade - Last Updated on June 26, 2023

5.B.1.
Identify reasons for enjoying a selected physical activity.
5.B.2.
Identify the feelings that come with the challenge of learning a new physical activity.
5.B.3.
Recognize that physical activity provides opportunities for social interaction.
3.B.5.
Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).

Unit 2: QUARTER 2

HPE - 3rd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills - Elements of Each

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Kicking, Soccer Dribbling, Basketball Dribbling

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Gratitude SA/SM

Student engaged lecture/activity: SEL lesson - "This Is Me" SA

Unit 2: QUARTER 2

HPE - 3rd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Self Recorded
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **List things they are grateful for in terms of movement and activity
- **Understand the importance of self love and confidence

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 3 - Physical Education	
1.A.2.	
Jump rope demonstrating a variety of footwork skills.	
1.A.4.	
Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	
1.B.4.	

Unit 2: QUARTER 2

HPE - 3rd grade - Last Updated on June 26, 2023

Kick a ball with the inside of the foot to a target using the critical elements.
1.B.5.
Dribble and maintain control while moving through space using the critical elements.
1.B.6.
Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.
2.A.1.
Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
2.A.3.
Recognize offensive and defensive situations.
2.A.4.
Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.
2.B.1.
Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.
2.B.2.
Explain how appropriate practice improves performance.
3.A.1.
Identify school, home and community physical activity opportunities to meet physical activity guidelines.
3.B.3.
Identify activities to improve muscular strength and endurance in the core area.
3.B.4.
Recognize the importance of warm-up and cool-down activities.
4.A.1.
Follow rules, safe practices and engage in class activities.
4.A.2.

Unit 2: QUARTER 2

HPE - 3rd grade - Last Updated on June 26, 2023

Identify equipment-specific safety rules and follow them.
4.A.3.
Recognize characteristics of the equipment and environment that affect safe play.
4.B.2.
Cooperate with a partner or small group by taking turns and sharing equipment.
4.B.3.
Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
4.B.4.
Demonstrate cooperation with others when resolving conflict.
5.A.1.
Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
5.B.1.
Identify reasons for enjoying a selected physical activity.
5.B.2.
Identify the feelings that come with the challenge of learning a new physical activity.
5.B.3.
Recognize that physical activity provides opportunities for social interaction.
3.B.5.
Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).

Unit 3: QUARTER 3

HPE - 3rd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Safety - Physical, Emotional, Mental, Emergency Procedures, and procedures while in the gym

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness: Jump Rope, Cardiovascular Endurance, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

Throwing and Catching

Heart Health Lesson

Jump Rope for Heart - One Week Event

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson - Progress/Imp Refl SA/SM

Student engaged lecture/activity: SEL lesson - Jump Rope for Heart SA

Student engaged lecture/activity: SEL lesson - Compassion/Empathy SA/RS

Unit 3: QUARTER 3

HPE - 3rd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Complete Fitness Tests - Self Recorded
- **Know facts about the heart and be able to “check” their pulse
- **Understand different ways to show compassion and understanding especially in the gym environment

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 3 - Physical Education
1.A.2.
Jump rope demonstrating a variety of footwork skills.
1.A.4.
Perform teacher-selected and developmentally appropriate dance steps and movement patterns.
1.B.1.

Unit 3: QUARTER 3

HPE - 3rd grade - Last Updated on June 26, 2023

Throw overhand with force using appropriate critical elements.
1.B.2.
Catch a variety of objects in dynamic conditions using the critical elements.
1.B.4.
Kick a ball with the inside of the foot to a target using the critical elements.
1.B.6.
Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.
2.A.1.
Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
2.A.2.
Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.
2.A.3.
Recognize offensive and defensive situations.
2.A.4.
Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.
2.B.1.
Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.
2.B.2.
Explain how appropriate practice improves performance.
3.A.1.
Identify school, home and community physical activity opportunities to meet physical activity guidelines.
3.A.2.
Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.
3.A.3.

Unit 3: QUARTER 3

HPE - 3rd grade - Last Updated on June 26, 2023

Identify a variety of nutritious food choices from each food group that will help balance the body with physical activity.
3.B.1.
Identify specific activities that could improve each health-related fitness component.
3.B.2.
Assess heart rate during physical activity and exercise.
3.B.3.
Identify activities to improve muscular strength and endurance in the core area.
3.B.4.
Recognize the importance of warm-up and cool-down activities.
3.B.5.
Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).
4.A.1.
Follow rules, safe practices and engage in class activities.
4.A.2.
Identify equipment-specific safety rules and follow them.
4.A.3.
Recognize characteristics of the equipment and environment that affect safe play.
4.B.2.
Cooperate with a partner or small group by taking turns and sharing equipment.
4.B.3.
Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
4.B.4.
Demonstrate cooperation with others when resolving conflict.
5.A.1.

Unit 3: QUARTER 3

HPE - 3rd grade - Last Updated on June 26, 2023

Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.

5.B.1.

Identify reasons for enjoying a selected physical activity.

5.B.2.

Identify the feelings that come with the challenge of learning a new physical activity.

5.B.3.

Recognize that physical activity provides opportunities for social interaction.

Unit 4: QUARTER

HPE - 3rd grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Daily Warm-up Routine

Locomotor and Non-Locomotor Skills

Manipulative Skills

Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making and Relationship Skills

Movement Concepts

Game Play

Fitness Testing: Jump Rope, Endurance Run, Flexibility, Muscular Strength and Endurance

Yoga

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture

Demonstration

Guided Practice

Stations

Group Games

Videos: Workout and Yoga Videos

Student engaged lecture/activity: SEL lesson -

Unit 4: QUARTER

HPE - 3rd grade - Last Updated on June 26, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- **Know and follow procedures and safe practices.
- **Demonstrate Emergency Procedures
- **Perform Daily Warm-up
- **Follow Station Rules and work independently and/or as a group
- **Utilize Calming Corner and Conflict Corner
- **Demonstrate responsible behavior in physical activity settings.
- **Complete Fitness Tests - Final Test
- **Play Group Games
- **Locomotor, Non-Locomotor, Manipulative Skills and Movement Concepts
- **Can list health benefits of, reasons to participate in, and opportunities for physical activity

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- **Verbal Question/Answer
- **Physically Demonstrate Competency
- **Fitness Test Scores

STANDARDS

Ohio - Grade 3 - Physical Education	
1.A.2.	
Jump rope demonstrating a variety of footwork skills.	
1.A.4.	
Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	
1.B.3.	
Strike an object with an implement using the critical elements.	
1.B.4.	

Unit 4: QUARTER

HPE - 3rd grade - Last Updated on June 26, 2023

Kick a ball with the inside of the foot to a target using the critical elements.
1.B.6.
Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.
2.A.1.
Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
2.A.3.
Recognize offensive and defensive situations.
2.A.4.
Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.
2.B.2.
Explain how appropriate practice improves performance.
3.A.1.
Identify school, home and community physical activity opportunities to meet physical activity guidelines.
3.B.1.
Identify specific activities that could improve each health-related fitness component.
3.B.2.
Assess heart rate during physical activity and exercise.
3.B.3.
Identify activities to improve muscular strength and endurance in the core area.
3.B.4.
Recognize the importance of warm-up and cool-down activities.
3.B.5.
Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).
4.A.1.

Unit 4: QUARTER

HPE - 3rd grade - Last Updated on June 26, 2023

Follow rules, safe practices and engage in class activities.
4.A.2.
Identify equipment-specific safety rules and follow them.
4.A.3.
Recognize characteristics of the equipment and environment that affect safe play.
4.B.2.
Cooperate with a partner or small group by taking turns and sharing equipment.
4.B.3.
Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
4.B.4.
Demonstrate cooperation with others when resolving conflict.
5.A.1.
Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.
5.B.1.
Identify reasons for enjoying a selected physical activity.
5.B.2.
Identify the feelings that come with the challenge of learning a new physical activity.
5.B.3.
Recognize that physical activity provides opportunities for social interaction.

HPE - 4th grade

Vermilion Local School District

UNITS (9/9 SELECTED)

-  Unit 1: Week 1- Independent Partner Work
-  Unit 2: Week 2- Strike/Fielding Games
-  Unit 3: Week 3- Strike/Fielding Games
-  Unit 4: Week 4- Target Games
-  Unit 5: Week 5- Target Games
-  Unit 6: Week 6- Invasion Games
-  Unit 7: Week 7- Multiple Activities
-  Unit 8: Week 8- Target Games
-  Unit 9: Week 9- Invasion Games

SUGGESTED DURATION

1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons

Unit 1: Week 1- Independent Partner Work

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Independent Partner Work

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Student centered activities
-students will work collaboratively with each other and teach their activity to the class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 5 Benchmark B
Value physical activity

Standard 4 Benchmark A Self Direction

-Work collaboratively to form activities
-students will also feel more comfortable presenting information to the rest of the class.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Checking for understanding among their peers

ATTACHMENTS

 group_project.pages

STANDARDS

Ohio - Grade 4 - Physical Education

4.A.1.

Follow rules and safe practices and engage in class activities.

5.A.1.

Identify three health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.

Unit 2: Week 2- Strike/Fielding Games

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Strike/Fielding Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Soccer- rules of the game will be explained.
-students will be shown how to strike the ball with their foot to a target

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics
-They will be able to strike a ball in a game setting to a desired target.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate the ability to strike a ball to a target

STANDARDS

Ohio - Grade 4 - Physical Education

2.A.2.

Describe and demonstrate the correct movement or movement qualities 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 (e.g., space, number of players).

2.A.1.

Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).

Unit 3: Week 3- Strike/Fielding Games

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Striking/Fielding Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Kickball- students will be taught the rules of the game and understand all the different elements to how kickball is played in class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics

-They will be able to strike a ball in a game setting.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate ability in hand/foot/eye coordination

STANDARDS

Ohio - Grade 4 - Physical Education

2.A.1.

Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).

2.A.2.

Describe and demonstrate the correct movement or movement qualities 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 (e.g., space, number of players).

Unit 4: Week 4- Target Games

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Battleship- students will work on specific striking skills to reach a targ

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark B Principles and Critical Elements

-Students can throw a ball to a target while also strategizing how to be effective in the game

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a stationary target

STANDARDS

Ohio - Grade 4 - Physical Education

2.B.1.

Identify correct and incorrect aspects of skill performance using critical elements.

2.A.2.

Describe and demonstrate the correct movement or movement qualities 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 (e.g., space, number of players).

Unit 5: Week 5- Target Games

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Dodgeball- a variety of dodgeball games will be taught to demonstrated different target skills

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 3 Benchmark A Planning- Warmup activities

Standard 2 Benchmark B Strategies and Tactics

-Students can throw a ball to a target

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target

STANDARDS

Ohio - Grade 4 - Physical Education

2.A.2.

Describe and demonstrate the correct movement or movement qualities 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 (e.g., space, number of players).

3.B.4.

Identify warm-up and cool-down activities.

Unit 6: Week 6- Invasion Games

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Hockey- students will learn proper technique to strike a target using a stick

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 4 Benchmark A Safety

-Learn more complex movements/ hand-eye coordination while using a prop

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to understand the concept of hitting a target during movement

STANDARDS

Ohio - Grade 4 - Physical Education

4.A.1.

Follow rules and safe practices and engage in class activities.

1.B.3.

Strike an object with an implement using the critical elements.

Unit 7: Week 7- Multiple Activities

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Multiple Activities

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Open Gym- Students will engage in a variety of activities that they enjoy while trying some they are not familiar with.

- Jump Rope
- Basketball
- Hula Hoop
- Scooters
- Gymnastics
- Volleyball

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 4 Benchmark A Self Direction

Standard 5 Benchmark B

Explore different challenges to enjoy physical activity/self expression

- Try new activities to self express

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate enjoyment and self expression of activities. Discussions will be held of what they chose and why they chose it.

STANDARDS

Ohio - Grade 4 - Physical Education

4.A.1.

Follow rules and safe practices and engage in class activities.

5.B.3.

Identify the social benefits of a selected physical activity.

Unit 8: Week 8- Target Games

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Battleball- students will try to hit a stationary/moving target to increase their targeting skills.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark B Proximity of target

-Learn more complex movements/ increase targeting skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a moving target and improve their aiming skills. Students will keep track and record number of hits per day

ATTACHMENTS

 BATTLE_BALL_ASSESSMENT.numbers

STANDARDS

Ohio - Grade 4 - Physical Education

2.A.2.

Describe and demonstrate the correct movement or movement qualities 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 (e.g., space, number of players).

Unit 9: Week 9- Invasion Games

HPE - 4th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Capture the Flag/Pac Man Tag

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 1 Benchmark A Combined Skills

Standard 3 Benchmark B Muscular strength and Endurance

-Students will improve their endurance levels while also working on their ability to change pace.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to evade a fellow classmate at a high rate of speed. Students will improve endurance and strength with constant running for a 40 minute class period.

STANDARDS

Ohio - Grade 4 - Physical Education

1.A.3.

Combine balance and weight transfer skills in a movement sequence.

3.B.2.

Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.

3.B.3.

Identify activities to improve muscular strength and endurance in the upper and lower body.

HPE - 5th grade

Vermilion Local School District

UNITS (9/9 SELECTED)

	Unit 1: Week 1- Independent Partner Work	1 lessons
	Unit 2: Week 2- Striking/Fielding Games	1 lessons
	Unit 3: Week 3- Striking/Fielding/ Target Games	1 lessons
	Unit 4: Week 4- Target Games	1 lessons
	Unit 5: Week 5- Target Games	1 lessons
	Unit 6: Week 6- Invasion Games	1 lessons
	Unit 7: Week 7- Invasion Games	1 lessons
	Unit 8: Week 8- Target Games	1 lessons
	Unit 9: Week 9- Invasion Games	1 lessons

Unit 1: Week 1- Independent Partner Work

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Independent Partner Work

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Student centered activities

-students will work collaboratively with each other and teach their activity to the class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 5 Benchmark B

Value physical activity

Standard 4 Benchmark A Self Direction

-Work collaboratively to form activities

-students will also feel more comfortable presenting information to the rest of the class.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Checking for understanding among their peers

STANDARDS

Ohio - Grade 5 - Physical Education

5.B.3.

Identify specific social benefits of a selected physical activity.

5.B.1.

Identify multiple specific reasons for enjoying a selected physical activity.

4.A.3.

Engage in activities and take responsibility for actions.

Unit 2: Week 2- Striking/Fielding Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Striking/Fielding Game

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Soccer- rules of the game will be explained.
-students will be shown how to strike the ball with their foot.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics
-They will be able to strike a ball in a game setting to a desired target.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate the ability to strike a ball to a target

STANDARDS

Ohio - Grade 5 - Physical Education

2.A.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 (e.g., space, number of players) in a dynamic or changing environment.

Unit 3: Week 3- Striking/Fielding/ Target Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Striking/Fielding Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Prairie Dog Pinball- students will be taught the rules of the game and understand all the different elements to how Prairie Dog Pinball is played in class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics

-They will be able to strike target in a game setting.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate ability to hit a target while on the move

STANDARDS

Ohio - Grade 5 - Physical Education

2.A.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 (e.g., space, number of players) in a dynamic or changing environment.

Unit 4: Week 4- Target Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Battleship- students will work on specific striking skills to reach a target

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Principles and Critical Elements

-Students can throw a ball to a target while also strategizing how to be effective in the game

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target

STANDARDS

Ohio - Grade 5 - Physical Education

2.A.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 (e.g., space, number of players) in a dynamic or changing environment.

Unit 5: Week 5- Target Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Dodgeball- a variety of dodgeball games will be taught to demonstrated different target skills

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 3 Benchmark B Planning- Warmup activities

Standard 2 Benchmark B Strategies and Tactics

-students can throw a ball to a target

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target

STANDARDS

Ohio - Grade 5 - Physical Education

3.B.4.

Identify warm-up and cool-down activities.

2.B.1.

Apply critical elements to analyze and provide feedback on motor-skill performance of others.

Unit 6: Week 6- Invasion Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Hockey- students will learn proper technique to strike a target using a stick

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Hockey- students will learn proper technique to strike a target using a stick

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to understand the concept of hitting a target during movement

STANDARDS

Ohio - Grade 5 - Physical Education

4.A.2.

Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).

Unit 7: Week 7- Invasion Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Speedball- students will play this game to work on change of direction skills while also working on hand/ eye coordination

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A
Strategies and Tactics
-speed in a dynamic movement

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to change direction at a fast pace

STANDARDS

Ohio - Grade 5 - Physical Education

2.A.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 (e.g., space, number of players) in a dynamic or changing environment.

2.A.3.

Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).

2.A.4.

Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).

Unit 8: Week 8- Target Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Battleball- students will try to hit a stationary/moving target to increase their targeting skills.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Battleball- students will try to hit a stationary/moving target to increase their targeting skills.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 1 Benchmark B

Standard 2 Benchmark B Proximity of target

-Learn more complex movements/ increase targeting skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Standard 1 Benchmark B

Standard 2 Benchmark B Proximity of target

-Learn more complex movements/ increase targeting skills

ATTACHMENTS

 BATTLE_BALL_ASSESSMENT.numbers

STANDARDS

Ohio - Grade 5 - Physical Education

1.B.1.

Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.

2.B.2.

Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).

Unit 9: Week 9- Invasion Games

HPE - 5th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Capture the Flag/Pac Man Tag

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 1 Benchmark A Combined Skills

Standard 3 Benchmark B Muscular strength and Endurance

-Students will improve their endurance levels while also working on their ability to change pace.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to evade a fellow classmate at a high rate of speed.

STANDARDS

Ohio - Grade 5 - Physical Education

1.A.1.

Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.

3.B.1.

Recall specific activities that could improve each health-related fitness component.

3.B.3.

Identify specific activities to improve muscular strength and endurance throughout the body.

HPE - 6th grade

Vermilion Local School District

UNITS (9/9 SELECTED)

-  Unit 1: Week 1- Independent Partner Work
-  Unit 2: Week 2- Striking/Fielding Games
-  Unit 3: Week 3- Striking/Fielding Games
-  Unit 4: Week 4- Target Games
-  Unit 5: Week 5- Target Games
-  Unit 6: Week 6- Invasion Games
-  Unit 7: Week 7- Invasion Games
-  Unit 8: Week 8- Target Games
-  Unit 9: Week 9- Target Games

SUGGESTED DURATION

1 lessons

1 lessons

1 lessons

1 lessons

1 lessons

1 lessons

1 lessons

1 lessons

1 lessons

Unit 1: Week 1- Independent Partner Work

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Independent Partner Work

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Student centered activities

-students will work collaboratively with each other and teach their activity to the class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 5 Benchmark B

Value physical activity

Standard 4 Benchmark A Self Direction

-Work collaboratively to form activities

-students will also feel more comfortable presenting information to the rest of the class.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Checking for understanding among their peers

ATTACHMENTS

 group_project.pages

STANDARDS

Ohio - Grade 6 - Physical Education

5.B.2.

Identify a specific activity the student plays because he or she finds it challenging.

5.B.3.

Identify a specific activity the student plays because of the opportunities for social interaction.

4.A.1.

Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.

4.A.2.

Unit 1: Week 1- Independent Partner Work

HPE - 6th grade - Last Updated on June 26, 2023

Acknowledge and apply rules to game situations to ensure personal and group safety.

Unit 2: Week 2- Striking/Fielding Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Striking/Fielding Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Soccer- rules of the game will be explained.
-students will be shown how to strike the ball with their foot.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics
-They will be able to strike a ball in a game setting to a desired target.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate the ability to strike a ball to a target

STANDARDS

Ohio - Grade 6 - Physical Education

2.A.1.

Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).

2.A.3.

Identify correct decision in game-like settings.

2.A.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?).

Unit 3: Week 3- Striking/Fielding Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Striking/Fielding Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Prairie Dog Pinball- students will be taught the rules of the game and understand all the different elements to how Prairie Dog Pinball is played in class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics

-They will be able to strike a ball in a game setting.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate ability to hit a target while on the move

STANDARDS

Ohio - Grade 6 - Physical Education

2.A.1.

Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).

2.A.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?).

2.A.3.

Identify correct decision in game-like settings.

Unit 4: Week 4- Target Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - Grade 6 - Physical Education
1.B.4.
Send an object to a target in game-like practice using appropriate critical elements.

Unit 5: Week 5- Target Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Dodgeball- a variety of dodgeball games will be taught to demonstrated different target skills

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 3 Benchmark B Planning- Warmup activities

Standard 2 Benchmark B Strategies and Tactics

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target

STANDARDS

Ohio - Grade 6 - Physical Education

3.B.3.

Identify major muscles used in selected physical activities.

3.B.4.

Identify activities to improve upper body flexibility.

2.B.1.

Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.

Unit 6: Week 6- Invasion Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Hockey- students will learn proper technique to strike a target using a stick

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 4 Benchmark A Safety

-Learn more complex movements/ hand-eye coordination while using a prop

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to understand the concept of hitting a target during movement

STANDARDS

Ohio - Grade 6 - Physical Education

4.A.1.

Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.

4.A.2.

Acknowledge and apply rules to game situations to ensure personal and group safety.

Unit 7: Week 7- Invasion Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Speedball- students will play this game to work on change of direction skills while also working on hand/eye coordination.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A
Strategies and Tactics
-speed in a dynamic movement

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to change direction at a fast pace

STANDARDS

Ohio - Grade 6 - Physical Education

2.A.1.

Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).

2.A.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?).

2.A.3.

Identify correct decision in game-like settings.

Unit 8: Week 8- Target Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Battleball- students will try to hit a stationary/moving target to increase their targeting skills.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark B Proximity of target

-Learn more complex movements/ increase targeting skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a moving target and improve their aiming skills. Students will keep track and record number of hits per day.

ATTACHMENTS

 BATTLE BALL_ASSESSMENT.numbers

STANDARDS

Ohio - Grade 6 - Physical Education

2.B.1.

Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.

2.B.2.

Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.

Unit 9: Week 9- Target Games

HPE - 6th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Game

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Archery- students will be taught safety skills and also be able to work on their targeting skills.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 1 Benchmark B
Specialized skills

-send an object to a target

Standard 3 Benchmark B
Flexibility- improve upper body strength

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target and record points from day to day

STANDARDS

Ohio - Grade 6 - Physical Education

1.B.4.

Send an object to a target in game-like practice using appropriate critical elements.

3.B.4.

Identify activities to improve upper body flexibility.

HPE - 7th grade

Vermilion Local School District

UNITS (9/9 SELECTED)

-  Unit 1: Week 1- Independent Partner Work
-  Unit 2: Week 2- Striking/Fielding Games
-  Unit 3: Week 3- Striking/Fielding Games
-  Unit 4: Week 4- Target Games
-  Unit 5: Week 5-Target Games
-  Unit 6: Week 6- Invasion Games
-  Unit 7: Week 7- Invasion Games
-  Unit 8: Week 8- Target Games
-  Unit 9: Week 9- Target Game

SUGGESTED DURATION

1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons
1 lessons

Unit 1: Week 1- Independent Partner Work

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Independent Partner Work

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Student centered activities

- students will work collaboratively with each other and teach their activity to the class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 5 Benchmark B

Value physical activity

Standard 4 Benchmark A Self Direction

- Work collaboratively to form activities
- students will also feel more comfortable presenting information to the rest of the class.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - Grade 7 - Physical Education

5.B.2.

Analyze a specific activity the student plays because he or she finds it challenging.

5.B.3.

Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.

4.A.1.

Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.

4.A.2.

Acknowledge and apply rules to game situations to ensure personal and group safety.

Unit 2: Week 2- Striking/Fielding Games

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Striking/Fielding Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Soccer- rules of the game will be explained.
-students will be shown how to strike the ball with their foot.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics
-They will be able to strike a ball in a game setting to a desired target.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate the ability to strike a ball to a target

STANDARDS

Ohio - Grade 7 - Physical Education

2.A.1.

Create space and position self in space to create scoring opportunities.

2.A.2.

Defend space and position self in space to prevent opponents from attacking or scoring.

Unit 3: Week 3- Striking/Fielding Games

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Striking/Fielding Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Prairie Dog Pinball- students will be taught the rules of the game and understand all the different elements to how Prairie Dog Pinball is played in class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A Strategies and Tactics

-They will be able to strike a target in a game setting.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will demonstrate ability to hit a target while on the move

STANDARDS

Ohio - Grade 7 - Physical Education

2.A.3.

Select correct decision in game-like settings.

2.A.1.

Create space and position self in space to create scoring opportunities.

Unit 4: Week 4- Target Games

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Battleship- students will work on specific striking skills to reach a target.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 1 Benchmark B Principles and Critical Elements

-Students can throw a ball to a target while also strategizing how to be effective in the game

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target

STANDARDS

Ohio - Grade 7 - Physical Education

1.B.4.

Send an object to a target in controlled practice and individual/small-sided games.

Unit 5: Week 5-Target Games

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Dodgeball- a variety of dodgeball games will be taught to demonstrated different target skills

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 3 Benchmark B Planning- Warmup activities

Standard 2 Benchmark B Strategies and Tactics

-Students can throw a ball to a target

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target

STANDARDS

Ohio - Grade 7 - Physical Education

3.B.3.

Apply the principle of specificity to identify exercises to improve muscular strength and endurance.

2.B.1.

Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.

Unit 6: Week 6- Invasion Games

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Hockey- students will learn proper technique to strike a target using a stick

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 4 Benchmark A Safety

-Learn more complex movements/ hand-eye coordination while using a prop

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to understand the concept of hitting a target during movement

STANDARDS

Ohio - Grade 7 - Physical Education

4.A.1.

Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.

4.A.2.

Acknowledge and apply rules to game situations to ensure personal and group safety.

Unit 7: Week 7- Invasion Games

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Invasion Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Speedball- students will play this game to work on change of direction skills while also working on hand/eye coordination.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark A
Strategies and Tactics
-speed in a dynamic movement

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to change direction at a fast pace

STANDARDS

Ohio - Grade 7 - Physical Education

2.A.1.

Create space and position self in space to create scoring opportunities.

2.A.2.

Defend space and position self in space to prevent opponents from attacking or scoring.

2.A.3.

Select correct decision in game-like settings.

Unit 8: Week 8- Target Games

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Battleball- students will try to hit a stationary/moving target to increase their targeting skills.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 2 Benchmark B Proximity of target

-Learn more complex movements/ increase targeting skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a moving target and improve their aiming skills. Students will keep track and record number of hits per day

STANDARDS

Ohio - Grade 7 - Physical Education

2.B.2.

Identify ways to improve movement performance using cues, drills or fitness activities.

2.B.1.

Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.

Unit 9: Week 9- Target Game

HPE - 7th grade - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Target Game

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Archery- students will be taught safety skills and also be able to work on their targeting skills.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Standard 1 Benchmark B
Specialized skills

-send an object to a target

Standard 3 Benchmark B
Flexibility- improve upper body strength

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will be able to hit a target and record points from day to day

STANDARDS

Ohio - Grade 7 - Physical Education

1.B.4.

Send an object to a target in controlled practice and individual/small-sided games.

3.B.3.

Apply the principle of specificity to identify exercises to improve muscular strength and endurance.

HPE - HS - Physical Education

Vermilion Local School District

UNITS (10/10 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Fitness Testing	6 lessons
<div></div> Unit 1.5: Weight Training	36 lessons
<div></div> Unit 2: Tennis, Pickleball and Badminton	15 lessons
<div></div> Unit 3: Flag Football	4 lessons
<div></div> Unit 4: Ultimate Frisbee	6 lessons
<div></div> Unit 5: Speedball	8 lessons
<div></div> Unit 6: Volleyball	6 lessons
<div></div> Unit 7: Basketball	6 lessons
<div></div> Unit 8: Soccer, Kickball, Matball	6 lessons
<div></div> Unit 9: Baseball, Softball and Wiffle Ball	6 lessons

Unit 1: Fitness Testing

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Day 1 - PacerGram Test

Day 2 - Push Up and Curl Up

Day 3 - Sit and Reach

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Style Instruction and Modeling

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements

STANDARDS

Ohio - Grade 8 - Physical Education
3.B.5.
Design and implement a fitness plan based on the results of health-related fitness assessment.
3.B.4.
Develop a series of activities to improve flexibility and to warm-up and cool-down for each activity.
3.B.3.
Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.
3.B.2.
Apply target heart rate and rates of perceived exertion (using RPE scale) to improve or maintain cardiorespiratory endurance.

Unit 1.5: Weight Training

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style instruction and modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - Grade 8 - Physical Education

3.A.2.

Identify active alternatives to screen time.

3.B.3.

Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

Unit 2: Tennis, Pickleball and Badminton

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Tennis

Skill progression, lead-up games, rules, and game play/competition

Pickleball

Skill progression, lead-up games, rules, and game play/competition

Badminton

Skill progression, lead-up games, rules, and game play/competition

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Style Instruction and Modeling

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
1.B.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.
1.B.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.
4.A.1.
Work cooperatively with peers of differing skill to promote a safe school environment.

Unit 2: Tennis, Pickleball and Badminton

HPE - HS - Physical Education - Last Updated on June 26, 2023

4.A.2.
Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.
4.A.3.
Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.
4.B.1.
Provide support or positive suggestions to facilitate group progress or success.
4.B.2.
Demonstrate and encourage respect for individual similarities and differences through positive interaction.
Ohio - High School - Physical Education (Level 1)
1.B.2.
Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided netwall games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).
2.A.1.
Describe tactics to participate successfully in small-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
2.A.3.
Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).
Ohio - High School - Physical Education (Level 2)
2.A.3.
Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).
1.B.2.
Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.

Unit 3: Flag Football

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Skill progression, lead-up games, rules, and game play/competition.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style and modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements.

STANDARDS

Ohio - Grade 8 - Physical Education

2.A.1.

Move to open space to receive passes or create space for others.

2.A.2.

Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.

2.A.3.

Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

1.B.1.

Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.

Ohio - High School - Physical Education (Level 1)

1.B.1.

Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in smallsided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).

Unit 3: Flag Football

HPE - HS - Physical Education - Last Updated on June 26, 2023

2.A.2.

Describe effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).

Ohio - High School - Physical Education (Level 2)

1.B.1.

Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.

Unit 4: Ultimate Frisbee

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Skill progression, lead-up games, rules, and game play/competition.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style and Modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
1.B.1.
Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
1.B.4.
Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.
2.A.1.
Move to open space to receive passes or create space for others.
2.A.2.
Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
2.A.3.

Unit 4: Ultimate Frisbee

HPE - HS - Physical Education - Last Updated on June 26, 2023

Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

Ohio - High School - Physical Education (Level 1)

1.B.1.

Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).

2.A.2.

Describe effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).

2.A.1.

Describe tactics to participate successfully in small-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).

Ohio - High School - Physical Education (Level 2)

1.B.1.

Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.

Unit 5: Speedball

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Skill progression, lead-up games, rules, and game play/competition.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style and modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements.

STANDARDS

Ohio - Grade 8 - Physical Education

1.B.1.

Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.

1.B.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.

2.A.1.

Move to open space to receive passes or create space for others.

2.A.2.

Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.

2.A.3.

Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

Ohio - High School - Physical Education (Level 1)

Unit 5: Speedball

HPE - HS - Physical Education - Last Updated on June 26, 2023

1.B.1.

Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in smallsided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).

2.A.3.

Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).

2.A.1.

Describe tactics to participate successfully in small-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).

Ohio - High School - Physical Education (Level 2)

1.B.1.

Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.

Unit 6: Volleyball

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Skills, lead-up games, rules, and game play/competition.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Style Instruction and Modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements

STANDARDS

Ohio - Grade 8 - Physical Education
1.B.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.
1.B.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.
1.B.4.
Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.
2.A.1.
Move to open space to receive passes or create space for others.
2.A.2.
Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
2.A.3.
Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

Unit 6: Volleyball

HPE - HS - Physical Education - Last Updated on June 26, 2023

Ohio - High School - Physical Education (Level 1)
1.B.2.
Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided netwall games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).
2.A.1.
Describe tactics to participate successfully in small-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
2.A.2.
Describe effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
Ohio - High School - Physical Education (Level 2)
1.B.2.
Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.

Unit 7: Basketball

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Skills, lead-up games, rules, and game play/competition.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style and modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements

STANDARDS

Ohio - High School - Physical Education (Level 1)

1.B.1.

Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in smallsided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).

2.A.2.

Describe effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).

2.A.3.

Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).

Ohio - Grade 8 - Physical Education

1.B.1.

Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.

1.B.4.

Unit 7: Basketball

HPE - HS - Physical Education - Last Updated on June 26, 2023

Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.

2.A.1.

Move to open space to receive passes or create space for others.

2.A.2.

Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.

2.A.3.

Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

Ohio - High School - Physical Education (Level 2)

1.B.1.

Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.

Unit 8: Soccer, Kickball, Matball

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Skills, lead-up games, rules, and game play/competition.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Style Instruction and Modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements

STANDARDS

Ohio - Grade 8 - Physical Education
1.B.1.
Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
1.B.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.
2.A.1.
Move to open space to receive passes or create space for others.
2.A.2.
Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
2.A.3.
Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.
Ohio - High School - Physical Education (Level 1)
1.B.1.

Unit 8: Soccer, Kickball, Matball

HPE - HS - Physical Education - Last Updated on June 26, 2023

Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in smallsided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).

1.B.3.

Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).

2.A.3.

Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).

Ohio - High School - Physical Education (Level 2)

1.B.1.

Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.

Unit 9: Baseball, Softball and Wiffle Ball

HPE - HS - Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Skills, lead-up games, rules, and game play/competition.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style and modeling.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements.

STANDARDS

Ohio - Grade 8 - Physical Education

1.B.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.

1.B.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.

2.A.3.

Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

Ohio - High School - Physical Education (Level 1)

1.B.3.

Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).

2.A.3.

Unit 9: Baseball, Softball and Wiffle Ball

HPE - HS - Physical Education - Last Updated on June 26, 2023

Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).

Ohio - High School - Physical Education (Level 2)

1.B.3.

Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.

HPE - HS Advanced Physical Education

Vermilion Local School District

UNITS (3/3 SELECTED)		SUGGESTED DURATION
	Unit 1: Team Sports	<i>50 lessons</i>
	Unit 2: Recreational Sports	<i>15 lessons</i>
	Unit 3: Individual Sports	<i>20 lessons</i>

Unit 1: Team Sports

HPE - HS Advanced Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Basketball

Team Handball

Volleyball

Baseball/Softball

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Style Instruction and Modeling

Sport Education Model

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

Students will also learn additional concepts such as strategy, officiating, scorekeeping and managing a team in any given team, individual or recreational sport

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements

STANDARDS

Unit 2: Recreational Sports

HPE - HS Advanced Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Backyard Games - Corn Hole, Lawn Bowling, Bocce Ball, Croquet

Weightlifting

Physical Fitness

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Style Instruction and Modeling

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements

STANDARDS

Unit 3: Individual Sports

HPE - HS Advanced Physical Education - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Tennis/Pickle Ball/Badminton

Archery?

Golf

Bowling?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Style Instruction and Modeling

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness.

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Skill acquisition, rule comprehension, cardiovascular endurance, muscular strength, muscular endurance, and flexibility improvements

STANDARDS

HPE - HS - Walking for Fitness

Vermilion Local School District

UNITS (1/1 SELECTED)

 Unit 1: Walking

SUGGESTED DURATION

90 lessons

Unit 1: Walking

HPE - HS - Walking for Fitness - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The importance and impact walking can have on your health. Maintaining and improving cardiovascular endurance. Different variations of walking. Brisk, power and speed walking.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct Teaching

Allow an abundance of practice time

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

TSWBAT identify and perform different variations of walking

TSWBAT understand the importance of walking

TSWBAT maintain and improve their cardiovascular endurance

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Observations that they can perform the walking

Walking log completed daily

Google classroom discussions

STANDARDS

Ohio - High School - Physical Education (Level 2)

1.A.2.

Demonstrate competent performance of individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).

3.B.1.

Analyze and apply technology and social media tools to support fitness and physical activity.

5.A.2.

Analyze the impact of a specific physical activity on emotional health.

Ohio - High School - Physical Education (Level 1)

3.B.1.

Analyze and apply technology to support fitness and physical activity.

Unit 1: Walking

HPE - HS - Walking for Fitness - Last Updated on June 26, 2023

3.B.2.

Identify activities and apply fitness principles (e.g., rates of perceived exertion, pacing) to maintain or improve cardiorespiratory endurance.

HPE - HS - Strength & Conditioning

Vermilion Local School District

UNITS (7/7 SELECTED)		SUGGESTED DURATION
	Unit 1: Chest	36 lessons
	Unit 2: Back	36 lessons
	Unit 3: Biceps	36 lessons
	Unit 4: Triceps	36 lessons
	Unit 5: Legs	24 lessons
	Unit 6: Shoulders	24 lessons
	Unit 7: Core	18 lessons

Unit 1: Chest

HPE - HS - Strength & Conditioning - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A variety of free weight and calisthenic exercises involving the chest (Pectoralis): DB bench press (flat, incline, and decline), DB flies (flat, incline, and decline), unilateral variations, BB bench press (flat, incline, decline, and pauses), dozens of variations of push-ups.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Through direct instruction, modeling, and guided practice/execution of each lift.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the value of weight training, more specifically its health enhancing benefits.
Students will be able to execute dozens upon dozens of free weight and calisthenic based exercises.
Students will be able to identify what muscles are targeted during each specific lift.
Students will be able to create their own workout/lifting routines specific to their needs and sports.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Proper execution of lifts. Documentation of all workout routines.
Increased muscular strength and endurance demonstrated via max out days.
Self-created lifting routines.

STANDARDS

Ohio - Grade 8 - Physical Education

1.A.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).

3.A.2.

Identify active alternatives to screen time.

3.B.3.

Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

Unit 2: Back

HPE - HS - Strength & Conditioning - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A variety of free weight and calisthenic exercises involving the back (Latissimus Dorsi/Rhomboids): Pull-ups, chin-ups, close grip pull-ups, weighted pull-ups, chin-ups, close grip pull-ups, banded pull-ups, chin-ups, close grip pull-ups, banded pulldowns, DB kneeling row, chest down rows, and BB bent over rows.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Through direct instruction, modeling, and guided practice/execution of each lift.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the value of weight training, more specifically its health enhancing benefits.
Students will be able to execute dozens upon dozens of free weight and calisthenic based exercises.
Students will be able to identify what muscles are targeted during each specific lift.
Students will be able to create their own workout/lifting routines specific to their needs and sports.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Proper execution of lifts. Documentation of all workout routines.
Increased muscular strength and endurance demonstrated via max out days.
Self-created lifting routines.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
3.A.2.
Identify active alternatives to screen time.
3.B.3.
Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

Unit 3: Biceps

HPE - HS - Strength & Conditioning - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A variety of free weight and calisthenic exercises involving the arms: Biceps - DB curls (traditional, hammer, reverse, chest down isolation, preachers, supination/pronation, unilateral), BB curls (close grip, wide grip, reverse, chest down, pyramid, supersets, high/lows).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Biceps - DB curls (traditional, hammer, reverse, chest down isolation, preachers, supination/pronation, unilateral), BB curls (close grip, wide grip, reverse, chest down, pyramid, supersets, high/lows).

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the value of weight training, more specifically its health enhancing benefits.
Students will be able to execute dozens upon dozens of free weight and calisthenic based exercises.
Students will be able to identify what muscles are targeted during each specific lift.
Students will be able to create their own workout/lifting routines specific to their needs and sports.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Proper execution of lifts. Documentation of all workout routines. Increased muscular strength and endurance demonstrated via max out days. Self-created lifting routines.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
3.A.2.
Identify active alternatives to screen time.
3.B.3.
Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

Unit 4: Triceps

HPE - HS - Strength & Conditioning - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A variety of free weight and calisthenic exercises involving the arms: triceps - DB skull crushers, kickbacks, overhead extensions, close grip press flat, incline, and decline, BB skull crushers, close grip bench, overhead extensions, dips (hanging, seated, or feet on floor), diamond push-up variations, banded pushdowns.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Through direct instruction, modeling, and guided practice/execution of each lift.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the value of weight training, more specifically its health enhancing benefits.
Students will be able to execute dozens upon dozens of free weight and calisthenic based exercises.
Students will be able to identify what muscles are targeted during each specific lift.
Students will be able to create their own workout/lifting routines specific to their needs and sports.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Proper execution of lifts. Documentation of all workout routines. Increased muscular strength and endurance demonstrated via max out days. Self-created lifting routines.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
3.A.2.
Identify active alternatives to screen time.
3.B.3.
Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

Unit 5: Legs

HPE - HS - Strength & Conditioning - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A variety of free weight and calisthenic exercises involving the legs: (quadriceps, hamstrings, gastrocnemius, glutes): BB squats (front, back, sumo, Zerker, split, pauses) DB squats (front, split, sumo, goblet), BB lunges (forward/backward), DB lunges (foreward/backward/lateral) DB leg curls, machine leg extensions and leg curls, gulte/ham machine, BB hamstring bridges, fire hydrants, deadlifts (sumo, traditional, romanian), hang cleans, power cleans.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Through direct instruction, modeling, and guided practice/execution of each lift.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the value of weight training, more specifically its health enhancing benefits.
Students will be able to execute dozens upon dozens of free weight and calisthenic based exercises.
Students will be able to identify what muscles are targeted during each specific lift.
Students will be able to create their own workout/lifting routines specific to their needs and sports.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Proper execution of lifts. Documentation of all workout routines. Increased muscular strength and endurance demonstrated via max out days. Self-created lifting routines.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
3.A.2.
Identify active alternatives to screen time.
3.B.3.
Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

Unit 6: Shoulders

HPE - HS - Strength & Conditioning - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Free weight and calisthenic exercises targeting the shoulders; (deltoids) DB seated shoulder press, standing shoulder press, single arm standing, arnolds, front raises (supinated, pronated, lateral, thumb up), BB strict press, push press, upright row, raises (supinated and front).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Through direct instruction, modeling, and guided practice/execution of each lift.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the value of weight training, more specifically its health enhancing benefits. Students will be able to execute dozens upon dozens of free weight and calisthenic based exercises. Students will be able to identify what muscles are targeted during each specific lift. Students will be able to create their own workout/lifting routines specific to their needs and sports.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Proper execution of lifts. Documentation of all workout routines. Increased muscular strength and endurance demonstrated via max out days. Self-created lifting routines.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
3.A.2.
Identify active alternatives to screen time.
3.B.3.
Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

Unit 7: Core

HPE - HS - Strength & Conditioning - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Free weight and calisthenic exercises targeting core (abdominals): curl-ups, sit-ups, v-ups, bench extensions, logos, romanian twists, suitcases, planks (traditional/one arm), leg lifts, LRCs, hanging abs.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Through direct instruction, modeling, and guided practice/execution of each lift.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the value of weight training, more specifically its health enhancing benefits. Students will be able to execute dozens upon dozens of free weight and calisthenic based exercises. Students will be able to identify what muscles are targeted during each specific lift. Students will be able to create their own workout/lifting routines specific to their needs and sports.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Proper execution of lifts. Documentation of all workout routines. Increased muscular strength and endurance demonstrated via max out days. Self-created lifting routines.

STANDARDS

Ohio - Grade 8 - Physical Education
1.A.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).
3.A.2.
Identify active alternatives to screen time.
3.B.3.
Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.

HPE - HS - Health

Vermilion Local School District

UNITS (10/10 SELECTED)

 Unit 1: Intro	7 lessons
 Unit 2: Decision Making	1 lessons
 Unit 3: Communication	4 lessons
 Unit 4: Stress and Stress Management	4 lessons
 Unit 5: Relationships	15 lessons
 Unit 6: Tobacco and Vaping	7 lessons
 Unit 7: Drugs of Abuse	6 lessons
 Unit 8: Alcohol	3 lessons
 Unit 9: Fitness	3 lessons
 Unit 10: Nutrition	12 lessons

Unit 1: Intro

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

emphasis on the wellness triangle, Physical, Mental/Emotional/Spiritual, Social Health

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests.

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grades 6-8 - Health Education Standard 1

1.8.1.

Analyze the relationship between healthy behaviors and personal health.

1.8.2.

Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.6.

Explain how appropriate health care can promote personal health.

National Health - Grades 6-8 - Health Education Standard 2

2.8.8.

Explain the influence of personal values and beliefs on individual health practices and behaviors.

National Health - Grades 6-8 - Health Education Standard 4

4.8.1

Unit 1: Intro

HPE - HS - Health - Last Updated on June 26, 2023

Apply effective verbal and nonverbal communication skills to enhance health.

National Health - Grades 6-8 - Health Education Standard 6

6.8.1.

Assess personal health practices.

National Health - Grade 9-12 - Health Education

1.12.2.

Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.4.

Analyze how genetics and family history can affect personal health.

1.12.3.

Analyze how environment and personal health are interrelated.

5.12.1

Examine barriers that can hinder healthy decision making.

National Health - Grades 6-8 - Health Education Standard 5

5.8.1

Identify circumstances that can help or hinder healthy decision making.

5.8.2

Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.3

Distinguish when individual or collaborative decision making is appropriate.

Unit 2: Decision Making

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

importance and impact of decisions that are made

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
1.12.1.	Predict how healthy behaviors can affect health status.
2.12.8.	Analyze the influence of personal values and beliefs on individual health practices and behaviors.
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
4.12.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
5.12.6	Defend the healthy choice when making decisions.
5.12.7	Evaluate the effectiveness of health-related decisions.
7.12.3.	

Unit 2: Decision Making

HPE - HS - Health - Last Updated on June 26, 2023

Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

Unit 3: Communication

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

communication styles and techniques, variety of interpersonal communication skills

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
1.12.2.	
Describe the interrelationships of emotional, intellectual, physical, and social health.	
4.12.1	
Use skills for communicating effectively with family, peers, and others to enhance health.	
4.12.2	
Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	
4.12.3	
Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	
4.12.4	
Demonstrate how to ask for and offer assistance to enhance the health of self and others.	

Unit 4: Stress and Stress Management

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

stress/stress management, depression, suicide prevention, bullying prevention

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
4.12.3	
Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	
5.12.1	
Examine barriers that can hinder healthy decision making.	
7.12.2.	
Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	
7.12.3.	
Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	

STANDARDS

National Health - Grade 9-12 - Health Education	
1.12.2.	
Describe the interrelationships of emotional, intellectual, physical, and social health.	
2.12.3.	

Unit 4: Stress and Stress Management

HPE - HS - Health - Last Updated on June 26, 2023

Analyze how peers influence healthy and unhealthy behaviors.

2.12.5.

Evaluate the effect of media on personal and family health.

7.12.3.

Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

7.12.2.

Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Unit 5: Relationships

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dating, commitment and marriage. Disease prevention (infectious, sexually transmitted, and lifestyle). The life cycle, abstinence, male and female anatomy

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
8.12.1.	
Use accurate peer and societal norms to formulate a health-enhancing message.	
8.12.2.	
Demonstrate how to influence and support others to make positive health choices.	
8.12.3.	
Work cooperatively as an advocate for improving personal, family, and community health.	
4.12.1	
Use skills for communicating effectively with family, peers, and others to enhance health.	

Unit 6: Tobacco and Vaping

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

use and abuse, effects, refusal skills, legal restrictions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
1.12.8.	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
2.12.3.	Analyze how peers influence healthy and unhealthy behaviors.
2.12.7.	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Unit 7: Drugs of Abuse

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

use and abuse, effects, refusal skills, legal restrictions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
1.12.8.	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
2.12.3.	Analyze how peers influence healthy and unhealthy behaviors.
2.12.7.	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Unit 8: Alcohol

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

use and abuse, effects, refusal skills, legal restrictions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
1.12.9.	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
2.12.3.	Analyze how peers influence healthy and unhealthy behaviors.
2.12.7.	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Unit 9: Fitness

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

fitness components, FITT principle, impact of fitness on personal and physical health, injury prevention

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education
1.12.5.
Propose ways to reduce or prevent injuries and health problems.
6.12.1.
Assess personal health practices and overall health status.
1.12.9.
Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
National Health - Grades 6-8 - Health Education Standard 3
3.8.1.
Analyze the validity of health information, products, and services.
3.8.3.
Determine the accessibility of products that enhance health.

Unit 10: Nutrition

HPE - HS - Health - Last Updated on June 26, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

nutritive value of food, nutrition labels, energy nutrients, essential nutrients, energy calculations, food groups, healthy eating practices

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Direct style (lecture with guided notes), web searches, quick writes, elbow partner activities, group activities with share outs, and group discussions.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify what components and skills are necessary for optimal physical, mental/emotional, and social health.

Students will recognize healthy ways of dealing with stress and depression.

Students will be able to identify the characteristics of healthy and unhealthy relationships.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Individual projects (completed and fulfill requirements), accurately completed web quests, writing samples demonstrating comprehension, quizzes, and tests

STANDARDS

National Health - Grade 9-12 - Health Education	
1.12.1.	
Predict how healthy behaviors can affect health status.	
6.12.3.	
Implement strategies and monitor progress in achieving a personal health goal.	