

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (K - 12)

Preamble:

This document provides model curriculum maps for Physical Education in the state of Ohio, based on the Ohio Physical Education benchmarks and grade-level indicators. The maps were developed by a working group of members of the Ohio Association for Health, Physical Education, Recreation and Dance, funded by a grant from the Centers for Disease Control administered through the Ohio Department of Education. The working group was composed of the following OAHPERD members:

Garry Bowyer, Miami University Connie Collier, Kent State University Jennifer Fisetto, Kent State University Rhonda Hovatter, Ohio University Kevin Lorson, Wright State University Marcia Matanin, Youngstown State University	Cindy Meyer, Shaker Heights City Schools Steve Mitchell, Kent State University Judy Oslin, Kent State University Cheryl Poppel, Urbana City Schools Christopher Poynter, Westerville City Schools Aaron Scheiferstein, Berea City Schools
--	--

These curriculum maps show the range of content and assessment to be covered over the course of each year, and are based on the assumption of approximately twice weekly Physical Education at the elementary level and daily Physical Education for two semesters at the secondary level.. By following the relevant grade level map teachers can be assured of completing the required Ohio PE assessments and therefore covering all necessary benchmarks and performance indicators.

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

Each curriculum map contains:

- suggested number of lessons for each content focus;
- aligned benchmarks
- benchmark assessments
- appropriate content focus.

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade K)

K-2 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade-level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 72 lessons per year (twice weekly lessons for 36 weeks). Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. The end of grade band year is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are submitted to the Ohio Department of Education through the Education Management Information System (EMIS). It also is recommended that earlier grade levels within the grade band implement formative assessments to track progress and inform instruction.

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

- ODE assessments column reflects a reference to the ODE assessment specific to the standard and aligns to the content focus and the end of grade band assessment. Teachers will determine when to implement the actual assessment within the grade band.
- After introduction of the lesson content, the lesson focus could be integrated in multiple lessons across the curriculum (e.g., safety, self-direction, balance, cardio-respiratory fitness).

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
2	5A 5B	5A (personal responsibility, safety and self-direction) 5B (social responsibility)	<ul style="list-style-type: none"> • Post and discuss rules and expectations. • Introduce class routines, such as signals, equipment distribution.
14	1A 2A 2B	1A (run, skip, gallop or slide) 2A (movement vocabulary) 2B (differentiate among skills)	<ul style="list-style-type: none"> • Locomotor skills – practice in exploratory and controlled settings. • Movement concepts – explore body and space awareness.
6	1A 2A 2B 5A	1A (bend and stretch, twist and turn, etc.) 2A (movement vocabulary) 2B (differentiate among skills) 5A (personal responsibility)	<ul style="list-style-type: none"> • Non-locomotor skills – practice in exploratory and controlled settings. • Movement concepts – explore body and space awareness. • Practice moving with care in self and shared space.
8	1B 2A 2B 5A	1B (throw) 2A (distance, effort, levels) 2B (degrees of force) 5A (personal responsibility)	<ul style="list-style-type: none"> • Object control skills – throw objects in a variety of ways in self and general space. • Discuss and reinforce skill-specific rules and expectations.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
6	1B 2A 2B 5A	1B (kick) 2A (effort, level) 2B (aligned questions) 5A (personal responsibility)	<ul style="list-style-type: none"> Object control skills – kick stationary lightweight ball in a variety of ways. Discuss and reinforce skill-specific rules and expectations.
4	1B 2A 2B 5A	1B (sidearm strike) 2A (effort, levels, body parts) 2B (movement principles) 5A (personal responsibility)	<ul style="list-style-type: none"> Object control skills – strike light weight objects with a variety of body parts and/or light weight implement. Discuss and reinforce skill-specific rules and expectations.
4	1B 2A 2B	1B (catch) 2A (movement concepts) 2B (aligned questions)	<ul style="list-style-type: none"> Object control skills – catch a variety of objects off the bounce or in the air. Practice catching objects at different levels.
6	1A 4A 2B	1A (balance) 4A (muscular strength, endurance, flexibility) 2B (aligned questions)	<ul style="list-style-type: none"> Balance using different body parts and body shapes. Balance on a variety of equipment. Discuss effect of fitness components.
4	1A 2B 5A	1A (roll, maintaining body shape) 2B (movement principles) 5A (personal responsibility, safety and self-direction)	<ul style="list-style-type: none"> Locomotor skills – roll on different body parts, varying direction and speed. Discuss and reinforce skill-specific rules and expectations.
6	1A 2A 2B	1A (rhythm) 2A (pathways, directions, speeds) 2B (differentiate among skills)	<ul style="list-style-type: none"> Move in time to a changing beat (e.g., music, drum, clap, stomp). Change pathway, direction and partner relationship.
4	4A 2A 4B	4A (cardio-respiratory) 2A (space, effort, speed) 4B (recognize body changes)	<ul style="list-style-type: none"> Move continuously for two or more minutes without stopping. Identify changes in body that result from vigorous physical activity.
4	3A 3B 6A/6B	3A (physical activity recall-identify) 3B (physical activity recall-describe) 6A/6B (favorite activity picture)	<ul style="list-style-type: none"> Discuss and complete Physical Activity (PA) Pyramid Worksheet. Discuss and complete favorite activity picture.
4	1B 2A 2B	1B (dribble with hands and/or feet) 2A (movement concepts) 2B (movement principles)	<ul style="list-style-type: none"> Object control skills – dribble a variety of objects in self and general space. Practice dribbling in exploratory and controlled settings.

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 1)

K-2 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade-level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 72 lessons per year (twice weekly lessons for 36 weeks). Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. The end of grade band year is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are submitted to the Ohio Department of Education through (EMIS). It also is recommended that earlier grade levels within the grade band implement formative assessments to track progress and inform instruction.

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

- ODE assessment column reflects a reference to the ODE assessment specific to the standard and a link to the lesson focus and the end of grade band assessment. Teachers will determine when within the grade band to implement the actual assessment.
- After introduction of the lesson content, the lesson focus could be integrated in multiple lessons across the curriculum (e.g., safety, self-direction, balance, cardio-respiratory fitness).

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
2	5A 5B	5A (personal responsibility, safety, and self-direction) 5B (social responsibility, respect others)	<ul style="list-style-type: none"> • Discuss rules, expectations and safety procedures. • Review and practice class routines, such as signals, entering and exiting, equipment distribution.
10	1A 2A	1A (walk, run, gallop/slide, hop, skip, jump, leap) 2A (space, levels, speed)	<ul style="list-style-type: none"> • Locomotor skills – perform in general space changing pathways, direction and/or speed. • Movement concepts – explore space, levels and speed.
6	1A 2A 5B	1A (bend, twist, turn, stretch, etc.) 2A (body, space, effort, relationships) 5B (social responsibility, cooperation)	<ul style="list-style-type: none"> • Non-locomotor skills – perform in exploratory and controlled settings. • Movement concepts – explore effort, distance and relationships (e.g., close/far, objects/partners). • Discuss cooperation and sharing.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
6	1B 2A 2B 5A	1B (underhand throw) 2A (distance, force, levels) 2B (identify critical elements) 5A (personal responsibility, safety, and self-direction)	<ul style="list-style-type: none"> Object control skills –throw objects underhand using variations in distance, force and levels. Movement concepts – identify cue words to improve performance. Discuss and reinforce skill-specific safety rules and expectations.
4	1B 2B 5A 5B	1B (kick) 2B (identify critical elements) 5A (personal responsibility, safety, and self-direction) 5B (social responsibility, cooperation)	<ul style="list-style-type: none"> Object control skills – kick a ball without stopping or hesitating prior to the kick. Movement concepts – identify cue words to improve performance. Discuss skill-specific safety rules, cooperation and consideration of others.
6	1B 2A 2B 5A 5B	1B (sidearm strike) 2A (force, time, levels) 2B (differentiate among manipulative skills) 5A (personal responsibility, safety and self-direction) 5B (social responsibility, cooperation and respect)	<ul style="list-style-type: none"> Object control skills – strike a ball (demonstrating critical elements), using different body parts and/or lightweight implements. Movement concepts – explore force, time and levels. Discuss skill-specific safety rules, cooperation and consideration of others.
4	1B 2A 2B	1B (catch) 2A (space, effort, relationships) 2B (differentiate among manipulative skills)	<ul style="list-style-type: none"> Object control skill – catch self-tossed object using hands and/or implement. Movement concepts – explore effort, space and relationships (self and with partner).
6	1A 2B 4A 5A	1A (balance) 2B (identify critical elements) 4A (muscular strength/endurance, flexibility) 5A (personal responsibility, safety and self-direction)	<ul style="list-style-type: none"> Non-locomotor skills – perform a variety of balance skills using equipment or apparatus. Discuss how different activities affect the body, such as flexibility and muscular strength. Discuss skill-specific safety procedures (e.g., mount, move on and dismount apparatus safely).
6	1A 2B	1A (rock/roll) 2B (identify critical elements)	<ul style="list-style-type: none"> Non-locomotor skills – perform a variety of rocking or rolling skills in exploratory and controlled settings. Movement concepts – identify cue words to improve performance.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
6	1A 2A 5B	1a (rhythms) 2A (space, effort, relationships) 5B (social responsibility, cooperation and respect)	<ul style="list-style-type: none"> • Rhythmic Skills – perform movement patterns to a rhythm or beat. • Movement concepts – explore space, effort and relationships. • Discuss cooperation and consideration of others.
6	2A 4A 4B	2A (effort, intensity) 4A (cardio-respiratory fitness – CRF) 4B (healthy lifestyle)	<ul style="list-style-type: none"> • Move continuously two or more minutes without stopping. • Discuss different cardio activities and how they affect the body, such as heart rate, increased respiration and perspiration and fatigued muscles.
4	3A 3B 6A/6B	3B (physical activity pyramid and recall) 3B (physical activity pyramid and recall) 6A/B (advocate value of physical activity, identify favorite activities)	<ul style="list-style-type: none"> • Discuss and complete PA Pyramid Worksheet. <ul style="list-style-type: none"> • Discuss value (e.g., health, enjoyment, challenge, self-expression and social interaction).
6	1B 2A 2B	1B (dribble with hands or feet) 2A (differentiate among manipulative skills) 2B (identify critical elements)	<ul style="list-style-type: none"> • Object control skills – dribble objects in exploratory and controlled settings. • Movement concepts – identify cue words to improve performance.

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 2)

K-2 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade-level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 72 lessons per year (twice weekly lessons for 36 weeks). Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. The end of grade band year is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are submitted to the Ohio Department of Education through the Education Management Information System (EMIS). It also is recommended that earlier grade levels within the grade band implement formative assessments to track progress and inform instruction.

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

- ODE assessment column reflects a reference to the ODE assessment specific to the standard and a link to the lesson focus and the end of grade band assessment. Teachers will determine when within the grade band to implement the actual assessment.
- After introduction of the lesson content, the lesson focus could be integrated in multiple lessons across the curriculum (e.g., safety, self-direction, balance, cardio-respiratory fitness).

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
2	5A 5B	5A (personal responsibility) 5B (social responsibility)	<ul style="list-style-type: none"> • Follow directions and move safely. • Practice class routines, such as signals, equipment distribution.
8	1A 2A 2B	1A (run, skip, gallop) 2A (space and speed) 2B (aligned questions)	<ul style="list-style-type: none"> • Locomotor skills – run, skip, gallop and slide with control in general space. • Movement concepts - demonstrate understanding of space, effort and speed.
6	1A 5A	1A (jump, hop, leap) 5A (personal responsibility) 5B (social responsibility)	<ul style="list-style-type: none"> • Locomotor skills – Jump, hop, leap and skip demonstrating correct technique. • Discuss self-direction, cooperation and consideration of others.
6	1B 2A 2B	1B (underhand throw) 2A (distance, effort, level) 2B (aligned questions)	<ul style="list-style-type: none"> • Object control skills – roll and throw underhand a variety of objects using critical elements and appropriate force.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
6	1B 2A 5A	1B (kick) 2A (distance, effort, level) 2B (aligned questions)	<ul style="list-style-type: none"> Object control skills – kick a stationary and moving ball to a variety of targets. Explain rules and safety expectations.
6	1B 2A 2B	1B (sidearm strike) 2A (effort, levels, body parts) 2B (aligned questions)	<ul style="list-style-type: none"> Object control skills – strike light weight objects with hand and/or implement using critical elements. Practice activity-specific safety.
4	1B 2B	1B (catch) 2B (aligned questions related to critical elements)	<ul style="list-style-type: none"> Object control skill – catch an object from varying distances, levels and degrees of force.
6	1A 1A 4A 2B	1A (balance, roll, weight transfer) 1A (roll maintaining body shape) 4A (muscular strength, endurance, flexibility) 2B (aligned questions)	<ul style="list-style-type: none"> Locomotor and non-locomotor skills – practice combinations of rolling, balancing and weight transfer skills. Practice tasks and exercises representing each fitness component.
6	1A 2B 5A	1A (over, under, on, around) 2B (aligned questions) 5A (apparatus safety)	<ul style="list-style-type: none"> Locomotor skills – move on, over, under and around equipment with control. Mount, move on and dismount safely.
6	1A 2A	1A (rhythm) 2A (pathways, direction, speed)	<ul style="list-style-type: none"> Perform rhythmic dance steps. Follow a dance pattern (sequence).
6	4A 2A 4B	4A (cardio-respiratory) 2A (space and speed) 4B (test bank - pacing)	<ul style="list-style-type: none"> Move continuously for two or more minutes without stopping.
4	3A 3B 4B 6A/B	3A (physical activity recall) 3B (physical activity recall) 4B (fitness test bank) 6a/b (favorite activity picture)	<ul style="list-style-type: none"> Complete PA Awareness Pyramid Worksheet. Discuss and complete PA drawings.
6	1B 2B	1B (dribble with hands and/or feet) 2B (aligned questions)	<ul style="list-style-type: none"> Object control skills – dribble with control using hands and/or feet, while varying speed.

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 3)

3-5 Grade Band

Identified below are key content areas that align with each of the 12 Ohio Physical Education Benchmark Assessments and the grade-level indicators. The suggested number of lessons is based on an average of 72 lessons per year (twice weekly lessons for 36 weeks) at the elementary level. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. Grade 5 is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are to be submitted to the Ohio Department of Education through EMIS. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

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

- It is appropriate to select one of the identified areas (dance, gymnastics or jump rope) for the Standard 1A assessment. It also would be appropriate to assess Standard 1A in multiple settings (dance and gymnastics, jump rope and gymnastics). Teachers could use the other areas as a formative assessment to prepare for the summative assessment.
- Content and assessments for Standards 3, 4 and 5 could be implemented anytime throughout the year. The curriculum map suggests specific components of 5A or 5B could be assessed in a specific content focus, or assessment could be implemented throughout the scope and sequence.
- While fitness and physical activity has been identified as a unit, fitness and physical activity concepts should be linked within each lesson.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
20	1A 5A 5B	1A (creative movement pattern) 5A (personal responsibility) 5B (respect others)	<ul style="list-style-type: none"> • Movement Sequence: <ul style="list-style-type: none"> ○ Jump Rope ○ Gymnastics ○ Dance • Introduce the FITT principle which guides the frequency, intensity, time, and type of exercise for cardio-respiratory fitness and flexibility concepts
8	1B 5A 5B	1B (overhand throwing) 1B (catching with implement) 5A (personal responsibility) 5B (cooperate and fair play)	<ul style="list-style-type: none"> • Skill Development: throwing overhand, catching with an implement, sidearm striking Invasion Game – end line game, such as small-sided ultimate football or ultimate ball.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
8	1B 5A	1B (receive, dribble, and pass) 1B (punting) 5A (personal responsibility) 5B (fair play)	Invasion Game 1: Small-sided soccer <ul style="list-style-type: none"> • Skill Development: <ul style="list-style-type: none"> ○ Receive, dribble, pass and punt • Introduce positioning and off-the-ball movement • Soccer skill analysis (2B) • Introduce Physical Activity (PA) pyramid
8	1B 2A 5A 5B	2A (game performance assessment) 5A (personal responsibility) 5B (cooperate and fair play)	Invasion game 2 – Handball <ul style="list-style-type: none"> • Small-sided handball • Assess positioning and off-the-ball movement and decision making.
8	1B 5A 5B	1B (dribble with hand) 5A (personal responsibility) 5B (cooperate and fair play)	Invasion Game 3: Small-sided (e.g. basketball, floor hockey or lacrosse) <ul style="list-style-type: none"> • Skill Development: dribble or maintain possession. • Reinforce positioning and decision making. • Revisit PA Log
4	5A 5B	5A (personal responsibility) 5B (respect others and fair play)	<ul style="list-style-type: none"> • Target Games – (e.g., bowling, bean bag toss)
6	1B 2A 5A 5B	1B (striking) 2B (skill analysis) 5A (personal responsibility) 5B (cooperate and fair play)	Net or Wall Game: (e.g., modified pickle ball, mini-tennis) <ul style="list-style-type: none"> • Assess sidearm striking • Reinforce positioning and decision making (shot selection)
6	4A 4B 5A 5B	4A (fitness test) 4B (fitness concept quiz) 5A (personal responsibility) 5B (respecting others)	<ul style="list-style-type: none"> • Fitnessgram • Fitness concepts <ul style="list-style-type: none"> ○ Components of fitness ○ Principles of fitness
4	3A 3B 6AB	3A (physical activity log) 3B (physical activity plan) 6AB (physical activity promotion letter)	<ul style="list-style-type: none"> • Physical Activity (PA) Log • PA Plan <ul style="list-style-type: none"> ○ Awareness of physical activity at school, at home and in community. • PA Advocacy

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 4)

3-5 Grade Band

Identified below are key content areas that align with each of the 12 Ohio Physical Education Benchmark Assessments and the grade-level indicators. The suggested number of lessons is based on an average of 72 lessons per year (twice weekly lessons for 36 weeks) at the elementary level. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. Grade 5 is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are to be submitted to the Ohio Department of Education through EMIS. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

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

- It is appropriate to select one of the identified areas (dance, gymnastics or jump rope) for the Standard 1A assessment. It would also be appropriate to assess Standard 1A in multiple settings (dance and gymnastics, jump rope and gymnastics). Teachers could use the other areas as a formative assessment to prepare for the summative assessment.
- Content and assessments for Standards 3, 4 and 5 can be implemented anytime throughout the year. The curriculum map suggests specific components of 5A or 5B could be assessed in a specific content focus, or assessment could be implemented throughout the scope and sequence. While fitness and physical activity are identified as a unit, fitness and physical activity concepts should be linked within each lesson.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
20	1A 5A 5B	1A (creative movement pattern) 5A (personal responsibility) 5B (respect others)	<ul style="list-style-type: none"> • Movement Sequence: <ul style="list-style-type: none"> ○ Jump Rope ○ Gymnastics ○ Dance • Introduce cardio-respiratory fitness and flexibility concepts and FITT principles, which guide the frequency, intensity, time, and type of exercise.
8	1B 5A 5B	1B (overhand throwing) 1B (catching with implement) 5A (personal responsibility) 5B (cooperate and fair play)	<ul style="list-style-type: none"> • Skill Development: <ul style="list-style-type: none"> ○ Throwing overhand, catching with an implement and sidearm striking ○ Small-sided strike and fielding game • Formative 2B assessment skill analysis • Fitness warm up and principle connection
8	1B 5A	1B (receive, dribble, and pass) 1B (punting) 5A (personal responsibility) 5B (fair play)	<p>Invasion Game 1: Small-sided soccer</p> <ul style="list-style-type: none"> • Skill Development: <ul style="list-style-type: none"> ○ Receive, dribble, pass and punt • Intro positioning and off-the-ball movement • Soccer skill analysis (2B) • Introduce PA pyramid
8	1B 2A 5A 5B	2A (game performance assessment) 5A (personal responsibility) 5B (cooperate and fair play)	<p>Invasion game 2 – Handball</p> <ul style="list-style-type: none"> • Small-sided handball • Assess positioning and off-the-ball movement and decision making.
8	1B 5A 5B	1B (dribble with hand) 5A (personal responsibility) 5B (cooperate and fair play)	<p>Invasion Game 3: Small-sided (e.g., basketball, floor hockey or lacrosse)</p> <ul style="list-style-type: none"> • Skill development: dribble or maintain possession. • Reinforce positioning and decision making. • Revisit physical activity log

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
4	5A 5B	5A (personal responsibility) 5B (respect others and fair play)	<ul style="list-style-type: none"> Target Games – (e.g., bowling, bean bag toss)
6	1B 2A 5A 5B	1B (striking) 2B (skill analysis) 5A (personal responsibility) 5B (cooperate and fair play)	<p>Net or Wall Game: (e.g., modified pickle ball, mini-tennis)</p> <ul style="list-style-type: none"> Assess sidearm striking Reinforce positioning and decision making (shot selection)
6	4A 4B 5A 5B	4A (fitness test) 4B (fitness concept quiz) 5A (personal responsibility) 5B (respecting others)	<ul style="list-style-type: none"> Fitnessgram Fitness concepts <ul style="list-style-type: none"> Components of fitness Principles of fitness
4	3A 3B 6AB	3A (physical activity log) 3B (physical activity plan) 6AB (physical activity promotion letter)	<ul style="list-style-type: none"> PA log PA plan <ul style="list-style-type: none"> Awareness of physical activity at school, at home and in community. PA advocacy

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 5)

3-5 Grade Band

Identified below are key content areas that align with each of the 12 Ohio Physical Education Benchmark Assessments and the grade-level indicators. The suggested number of lessons is based on an average of 72 lessons per year (twice weekly lessons for 36 weeks) at the elementary level. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. Grade 5 is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are to be submitted to the Ohio Department of Education through EMIS. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

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

- It is appropriate to select one of the identified areas (Dance, Gymnastics or Jump Rope) for the Standard 1A assessment. It would also be appropriate to assess Standard 1A in multiple settings (Dance and Gymnastics, Jump Rope and Gymnastics). Teachers could use the other areas as a formative assessment to prepare for the summative assessment.
- Content and assessments for Standards 3, 4, and 5 could be implemented anytime throughout the year. The curriculum map suggests specific components of 5A or 5B that could be assessed in a specific content focus, but this assessment could be implemented throughout the scope and sequence.
- While Fitness and Physical activity has been identified as a unit, fitness and physical activity concepts should be linked within each lesson.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
20	1A 5A 5B	1A (creative movement pattern) 5A (personal responsibility) 5B (respect others)	<ul style="list-style-type: none"> • Movement Sequence: <ul style="list-style-type: none"> ○ Jump Rope ○ Gymnastics ○ Dance • Introduce cardio-respiratory fitness and flexibility concepts, FITT principles, which guide the frequency, intensity, time, and type of exercise.
8	1B 5A 5B	1B (overhand throwing) 1B (catching with implement) 5A (personal responsibility) 5B (cooperate and fair play)	<ul style="list-style-type: none"> • Skill Development: <ul style="list-style-type: none"> ○ Overhand Throwing, Catching with an implement, sidearm striking ○ Small-sided Strike/Fielding Game • Formative 2B assessment skill analysis • Fitness warm-up and principle connection
8	1B 5A	1B (receive, dribble, and pass) 1B (punting) 5A (personal responsibility) 5B (fair play)	<p>Invasion Game 1: Small-sided Soccer</p> <ul style="list-style-type: none"> • Skill Development: <ul style="list-style-type: none"> ○ Receive, dribble, pass and Punting • Intro positioning and off-the ball movement • Soccer skill analysis (2B) • Introduce Physical Activity pyramid
8	1B 2A 5A 5B	2A (game performance assessment) 5A (personal responsibility) 5B (cooperate and fair play)	<p>Invasion game 2 – Handball</p> <ul style="list-style-type: none"> • Small-sided Handball • Assess positioning and off-the ball movement and decision-making.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
8	1B 5A 5B	1B (dribble with hand) 5A (personal responsibility) 5B (cooperate and fair play)	Invasion Game 3: Small-sided (e.g. basketball, floor hockey, or lacrosse) <ul style="list-style-type: none"> • Skill Development: Dribble or maintain possession. • Reinforce positioning and decision-making. • Revisit Physical Activity Log
4	5A 5B	5A (personal responsibility) 5B (respect others and fair play)	<ul style="list-style-type: none"> • Target Games – (e.g. bowling, bean bag toss)
6	1B 2A 5A 5B	1B (striking) 2B (skill analysis) 5A (personal responsibility) 5B (cooperate and fair play)	Net/Wall Game: (e.g. modified pickle ball, mini-tennis) <ul style="list-style-type: none"> • Assess sidearm striking • Reinforce positioning and decision-making (shot selection)
6	4A 4B 5A 5B	4A (fitness test) 4B (fitness concept quiz) 5A (personal responsibility) 5B (respecting others)	<ul style="list-style-type: none"> • Fitnessgram • Fitness concepts <ul style="list-style-type: none"> ○ Components of Fitness ○ Principles of Fitness
4	3A 3B 6AB	3A (physical activity log) 3B (physical activity plan) 6AB (physical activity promotion letter)	<ul style="list-style-type: none"> • Physical Activity Log • Physical Activity Plan <ul style="list-style-type: none"> ○ Awareness of physical activity at school, at home and in community. • Physical Activity Advocacy

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 6)

6-8 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 90 days at the middle school level with daily lessons for two nine-week blocks. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. Grade 8 is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are to be submitted to the Ohio Department of Education via the EMIS. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

With specific reference to the 6-8 grade band, consider the following:

- To maintain a focus on tactical and specialized skill development, small-sided games should be focus of the sport and games content early in the grade band.
- To encourage continuous engagement in physical activity, the Physical Activity (PA) plan should be introduced early in the semester and revisited throughout the course.
- To promote diverse sport experiences, recommendations are listed within each game category that build complexity throughout the grade band.
- To enhance and maintain fitness levels, fitness content is addressed within many of the content areas, not merely the fitness testing lessons.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
2	5A 5B	5AB (formative assessment of personal and social responsibility)	<ul style="list-style-type: none"> • Overview of assessment scheme • Cooperatives and initiatives • Rules and routines within low organized cooperative games
2	3A 3B	3A (physical activity log) 3B (physical activity plan)	<ul style="list-style-type: none"> • PA log, identification and participation (inside school and community) • Goal setting
8	4A 4B	4A (fitness test) 4B (fitness plan)	<ul style="list-style-type: none"> • Physical fitness performance • Principles, practices and testing (FITT – frequency, intensity, time and type of exercise; specificity; overload; progression; and target heart rate) • Personalize fitness results

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
20	1B 5A 5B	1B (net wall skill) 5AB (personal responsibility, cooperation and fair play)	<ul style="list-style-type: none"> • Net or wall specialized skills • Deck tennis or modified or small-sided volleyball • Cardio fitness centers
8	1A	1A (movement routine)	<ul style="list-style-type: none"> • Rhythmic routines (gymnastics, jump rope or dance)
20	1B 2A 5A 5B	1B (invasion skill) 2A (formative decision making, defending and creating space) 5A (safety) 5B (fair play)	<ul style="list-style-type: none"> • Invasion games specialized skills, decision making, defending and creating space (small-sided football, ultimate or flag, speedball, basketball) • Strength and flexibility fitness centers
10	5A 5B 6A 6B	5A (personal responsibility) 5B (cooperation) 6AB (formative assessment of preferences)	<ul style="list-style-type: none"> • Adventure and cooperative games (challenge climbing wall, obstacle course, capture flag or low organized games) • PA preferences
5	1B 2B	1B (target games skill) 2B (skill analysis formative)	<ul style="list-style-type: none"> • Target games specialized skills (bocce and bag toss) • Fitness centers
10	1B 5B	1B (striking/fielding games skill) 5B (fair play)	<ul style="list-style-type: none"> • Striking fielding specialized skills (kickball or tee-ball) • Fitness centers
5	4A 3B	4A (fitness testing) 3B (physical activity plan)	<ul style="list-style-type: none"> • Track and field challenges • Physical fitness testing • PA summer goals

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 7)

6-8 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 90 days at the middle school level with daily lessons for two nine-week blocks. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs.

Grade 8 is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are to be submitted to the Ohio Department of Education via the EMIS. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

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

- To maintain a focus on tactical and specialized skill development, small sided games should be focus of the sport and games content, early in the grade band.
- To encourage continuous engagement in physical activity, the physical activity plan should be introduced early in the semester and revisited throughout the course.
- To promote diverse sport experiences, recommendations are listed within each game category, building complexity throughout the grade band.
- To enhance and maintain fitness levels, fitness content is addressed within many of the content areas, not merely the fitness testing lessons.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
2	5A 5B	5AB (formative assessment of personal and social responsibility)	<ul style="list-style-type: none"> • Cooperatives or initiatives • Rules and routines • Overview of assessments
2	3A 3B	3A (physical activity log) 3B (formative physical activity plan)	<ul style="list-style-type: none"> • PA log, identification and participation (inside school and community) • Goal setting
8	4A 4B	4A (fitness testing) 4B (formative fitness plan)	<ul style="list-style-type: none"> • Physical fitness • Principles, practices and testing (FITT, specificity, overload, progression, target heart rate) • Personalize fitness results

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
20	1B 5B	1B (net wall skill) 5B (cooperation and fair play)	<ul style="list-style-type: none"> • Net or wall specialized skill (mini tennis or pickle ball) • Cardio and fitness centers • Aerobic routines • Jump rope
8	1A	1A (dance routine)	<ul style="list-style-type: none"> • Dance or Acrosport
20	1B 2A 5A 5B	1B (invasion games skill) 2A (decision making, defending and creating space) 5A (personal responsibility) 5B (fair play)	<ul style="list-style-type: none"> • Invasion games specialized skill (handball, Frisbee, hockey) • Strength and flexibility fitness centers <ul style="list-style-type: none"> ○ Plyometric ○ Dynamic stretching ○ Stretch bands ○ Handheld weights
5	5B 6A 6B	5B (cooperation) 6AB (identify preferences and rationale)	<ul style="list-style-type: none"> • Adventure challenge (climbing wall, obstacle course, orienteering) • PA Preferences
10	1B 2B	1B (target games skill) 2B (formative skill analysis)	<ul style="list-style-type: none"> • Target game specialized skills (e.g., bag toss, bowling, archery) • Fitness centers
10	1B 5B	1B (striking and fielding skill) 5B (fair play)	<ul style="list-style-type: none"> • Striking fielding specialized skill (softball or Rounders) • Fitness centers
5	4A 3B	4A (fitness testing) 3B revise physical activity plan	<ul style="list-style-type: none"> • Track and field challenges • Physical fitness testing/ Fitnessgram • PA summer goals

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 8)

6-8 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade level indicators within the Ohio Physical Education Assessments. The suggested number of lessons is based on an average of 90 days at the middle school level with daily lessons for two nine-week blocks. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs.

Grade 8 is recommended as the grade level to collect assessment data for the Ohio Physical Education Assessments. The assessment data are to be submitted to the Ohio Department of Education via the EMIS. It is also suggested that earlier grade levels within the grade band will implement formative assessments to track progress and inform instruction.

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

- To maintain a focus on tactical and specialized skill development, small sided games should be focus of the sport and games content, early in the grade band.
- To encourage continuous engagement in physical activity, the physical activity plan should be introduced early in the semester and revisited throughout the course.
- To promote diverse sport experiences, recommendations are listed within each game category, building complexity throughout the grade band.
- To enhance and maintain fitness levels, fitness content is addressed within many of the content areas, not merely the fitness testing lessons.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
2	5A 5B	5AB (formative assessment of personal and social responsibility)	<ul style="list-style-type: none"> • Cooperatives or initiatives • Rules and routines • Overview of assessments
2	3A 3B	3A (physical activity log) 3B (physical activity plan)	<ul style="list-style-type: none"> • PA log, identification and participation (inside school and community) • Goal setting
8	4A 4B	4A (fitness testing) 4B (formative fitness plan)	<ul style="list-style-type: none"> • Physical fitness • Principles, practices and testing (FITT – frequency, intensity, time and type of exercise; specificity; overload; progression; and target heart rate) • Personalize fitness results

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
20	1B 5B	1B (net wall skill) 5B (cooperation and fair play)	<ul style="list-style-type: none"> • Net or wall specialized skill (pickle ball, badminton, volleyball) • Cardio and fitness centers • Aerobic routines • Jump rope
8	1A	1A (dance routine)	<ul style="list-style-type: none"> • Dance or rhythm with and without equipment(balls, hoops, ribbons, jump ropes)
20	1B 2A 5A 5B	1B (invasion games skill) 2A (decision making, defending and creating space) 5A (personal responsibility) 5B (fair play)	<ul style="list-style-type: none"> • Invasion games specialized skill (soccer, lacrosse or basketball) • Strength and flexibility fitness centers <ul style="list-style-type: none"> ○ Plyometrics ○ Dynamic stretching ○ Stretch bands ○ Handheld weights
5	5B 6A 6B	5B (cooperation) 6AB (marketing campaign)	<ul style="list-style-type: none"> • Adventure challenge (climbing wall, obstacle course, orienteering) • Marketing campaign
10	1B 2B	1B (target games skill) 2B (skill analysis project)	<ul style="list-style-type: none"> • Target game specialized skills (bowling, archery and golf) • Fitness centers
10	1B 5B	1B (striking and fielding skill) 5B (fair play)	<ul style="list-style-type: none"> • Striking fielding specialized skill (softball, cricket) • Fitness centers
5	4A 4B	4A (fitness testing) 4B (fitness plan)	<ul style="list-style-type: none"> • Track and field challenges • Physical fitness testing, Fitnessgram • PA summer goals

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 9 – 12: PE 1)

9 – 12 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade-level indicators within the Ohio Physical Education (PE) Assessments. The suggested number of lessons is based on 90 days per semester for two semesters at the high school level. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. It is recommended that assessment data for the Ohio Physical Education Assessments be recorded each semester within an academic year and submitted to the Ohio Department of Education through EMIS at the end of the year.

With specific reference to the 9-12 grade band, consider the following:

- While only two semesters of PE are required for graduation in Ohio, many high schools do offer additional courses, often as electives. Many students take these courses over and above the two required semesters. Ohio Physical Education Assessment data should be collected and reported only from PE 1 and PE 2 and not from elective courses.
- Where additional elective courses are offered, the recommended content in the *Content Focus* column of these tables can be used as a guide for content in specific elective courses. For example, a dance elective could comfortably be developed to include greater depth of instruction in any or all of the six suggested dance forms in the table below. Likewise, a net or wall game elective could be developed with more in-depth instruction in a range of the suggested games.
- Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs as well as the time of year PE 1 or PE 2 are offered. In both PE 1 and PE 2, the suggestion is to offer the first two *Content Foci* listed for each at the beginning of the semester.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
14	5A 5B	5A (personal responsibility – safety and self-direction) 5B (social responsibility – cooperate and respect others)	<i>Adventure or outdoor</i> – selections from: <ul style="list-style-type: none"> • High and low ropes • Rock climbing • Hiking • Orienteering • Cycling • Canoeing/kayaking • Camping • Fishing • Initiative activities
34	4AB 1A 3AB	4A (fitness testing) 4B (personal fitness program)	<i>Individual fitness – strength training:</i> <ul style="list-style-type: none"> • Principles of training - overload, progression, specificity, FITT – (frequency, intensity, time and type of exercise), safety • Isometric, isotonic, isokinetic • Various equipment – weights, stretch bands, exercise balls • Exercise prescription for muscular strength or endurance <i>Group Fitness:</i> <ul style="list-style-type: none"> • Zumba • Yoga • Core conditioning • Step aerobics
14	1A	1A (individual or group routine)	<i>Dance</i> – selections from: <ul style="list-style-type: none"> • Social dance • Line dance • Creative dance • Modern dance • Jazz dance • Multicultural dance

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
14	1B 2A	1B (game performance) 2A (analytical portfolio – strategic and/or tactical)	<i>Net or Wall Games</i> – offensive and defensive skills and tactics – selections from: <ul style="list-style-type: none"> • Volleyball • Badminton • Pickleball • Tennis • Table-tennis • Racquetball
14	1B 2A	1B (game performance) 2A (analytical portfolio – strategic and/or tactical)	<i>Striking or fielding games</i> – offensive and defensive skills and tactics – selections from: <ul style="list-style-type: none"> • Softball • Baseball • Cricket • Rounders

Ohio K-12 Model Curriculum

Physical Education Curriculum Map (Grade 9 – 12: PE 2)

9 – 12 Grade Band

Identified below are key content areas that align with each of the 12 benchmark assessments and with the grade-level indicators within the Ohio Physical Education (PE) Assessments. The suggested number of lessons is based on 90 days per semester for two semesters at the high school level. Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs. It is recommended that assessment data for the Ohio Physical Education Assessments be recorded each semester within an academic year and submitted to the Ohio Department of Education through EMIS at the end of the year.

With specific reference to the 9 – 12 grade band the following should also be considered:

- While only two semesters of PE are required for graduation in Ohio, many high schools do offer additional courses, often as electives, and many students take these courses over and above the two required semesters. Ohio Physical Education Assessment data should only be collected and reported from PE 1 and PE 2 and not from elective courses.
- Where additional elective courses are offered, the recommended content in the *Content Focus* column of these tables can also be used as a guide for content to be taught in specific elective courses. For example, a dance elective could comfortably be developed to include greater depth of instruction in any or all of the six suggested dance forms in the table below. Likewise, a net/wall games elective could be developed with more in depth instruction in a range of the suggested games.
- Content can be covered in the sequence in which it is presented or can be expanded, rearranged and/or revisited to meet the requirements of individual programs as well as the time of year PE 1 or PE 2 are being offered. It is suggested that in both PE 1 and PE 2 the first two *Content Foci* listed for each is offered at the beginning of the semester.

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
14	5B 6AB	5B (social responsibility – cooperate and respect others) 6A (marketing campaign – advocacy) 6B (marketing campaign – reasons to value and activity)	<p><i>Socio-cultural and cooperative initiatives or explorations</i></p> <ul style="list-style-type: none"> • Get to know your students through activities such as personal profile, picture identification, participation identification, student snapshots, reflections or journaling, body drawings, challenge circles. • Explore body and identity issues – exploration of the self both holistically and specifically within the public domain of PE and as a physical mover. • Explore cultural issues in sport, fitness and physical activity within the local, domestic and global contexts
34	3AB 1A 4AB	3A (physical activity recall) 3B (physical activity plan)	<p><i>Individual fitness – strength training:</i></p> <ul style="list-style-type: none"> • Principles of training - overload, progression, specificity, FITT, safety • Isometric, isotonic, isokinetic • Various equipment – weights, stretch bands, exercise balls • Exercise prescription for muscular strength or endurance <p><i>Group fitness</i></p> <ul style="list-style-type: none"> • Pilates • BOSU • Aerobics • Kickboxing
14	2B 1A	2B (analytical portfolio – biomechanical principles)	<p><i>Track and field – select events from:</i></p> <ul style="list-style-type: none"> • Sprints (individual starts) • Relays • Middle distance • Long distance • Jumps – long, high, triple • Throws – discus, shot

Suggested # of Lessons	ODE Benchmarks	ODE Assessments	Content Focus
14	1B	1B (game performance)	<i>Invasion games</i> – offensive and defensive skills and tactics – selections from: <ul style="list-style-type: none"> • Soccer • Basketball • Flag football • Hockey (floor and field) • Team handball • Ultimate Disc • Lacrosse • Speedball • Rugby
14	1B	1b (game performance)	<i>Target games</i> – offensive and defensive skills and tactics – selections from: <ul style="list-style-type: none"> • Golf • Bowling • Bocce ball • Shuffleboard • Croquet • Horseshoes • Corn hole • Disc golf