

# Physical Education Course of Study 2014



Wickliffe City School District  
2221 Rockefeller Road  
Wickliffe, Ohio 44092

February, 2014

**Wickliffe City Schools**  
Kindergarten Physical Education Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
September-October Building Foundations- (movement exploration)	1.1A-Use locomotor skills in exploratory and controlled settings. 1.2A- Use non-locomotor skills (bend, twist, turn, sway, stretch,) in exploratory and controlled settings. 1.3A- Balance using a variety of body parts (1/2/3/4 point balances) and body shapes (wide, narrow, twisted). 1.4A- Transfer weight by rocking and rolling. 1.5A – Move in time with a changing beat (music, clap). 2.1A – Establish a movement vocabulary through exploration of body, space, effort and relationships 2.2B- Differentiate between non-locomotor skills. 2.2B- Differentiate among non-locomotor skills. 3.1A- Identify interests connected with participation in physical activity. 3.4A- Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis. 3.2B- Describe two favorite physical activities. 4.1A- Explore activities that contribute to a healthy lifestyle. 5.3A- Work independently and safely in self and shared space. 5.1B- Follow instructions and class procedures while participating in PE activities. 5.2B- Demonstrate cooperation and consideration of others in partner and group activities. 6.1A- Try a new movement task willingly. 6.3A- Identify several physical activities that are enjoyable.
<b>Quarter 2</b>	
Unit	Standards
November –December Manipulation- Invasion games	1.1B- Throw objects in a variety of ways in self and general space. 1.2B- Catch a bounced ball. 1.3B- Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air. 1.4B- Kick a stationary ball. 1.5B- Dribble objects in a variety of ways in self and general space. 1.6 B- Roll a ball underhand. 2.2B- Differentiate between non-locomotor skills 3.1A- Identify interests connected with participation in physical activity. 3.4A- Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis. 3.2B- Describe two favorite physical activities. 4.1A- Explore activities that contribute to a healthy lifestyle. 5.3A- Work independently and safely in self and shared space.

	<p>5.1B- Follow instructions and class procedures while participating in PE activities.</p> <p>5.2B- Demonstrate cooperation and consideration of others in partner and group activities.</p> <p>6.1A- Try a new movement task willingly.</p> <p>6.3A- Identify several physical activities that are enjoyable.</p> <p>6.1B Identify a new way to complete a movement task.</p>
<b>Quarter 3</b>	
Unit	Standards
<p>January- February Physical Fitness/Jump Rope for Heart/Fitness gram</p>	<p>1.1A-Use locomotor skills in exploratory and controlled settings.</p> <p>1.2A- Use non-locomotor skills (bend, twist, turn, sway, stretch,) in exploratory and controlled settings.</p> <p>1.3A- Balance using a variety of body parts (1/2/3/4 point balances) and body shapes (wide, narrow, twisted).</p> <p>1.4A- Transfer weight by rocking and rolling.</p> <p>1.5A – Move in time with a changing beat (music, clap).</p> <p>2.1A – Establish a movement vocabulary through exploration of body, space, effort and relationships.</p> <p>2.2A- Distinguish between different degrees of effort (strong, weak, fast, slow, bound, free).</p> <p>2.3A- Identify body parts, and move them in a variety of ways.</p> <p>2.1B- Differentiate among locomotor skills.</p> <p>3.1A- Identify interests connected with participation in physical activity.</p> <p>3.2A- Identify opportunities for increased physical activity outside of school.</p> <p>3.4A- Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis.</p> <p>3.1B- Explore activities of daily participation inside and outside of school.</p> <p>3.2B- Describe two favorite physical activities.-</p> <p>4.1 A- Perform fitness related activities using age appropriate principles and practices.-</p> <p>4.2A- Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p> <p>4.1B- Explore activities that contribute to a healthy lifestyle.</p> <p>4.2B- Name activities that increase heart rate.</p> <p>4.3B- Recognize changes in the body that result from participation in moderate and vigorous physical activity (HR, perspiration, changes in breathing.)</p> <p>5.1A- Respond positively to reminders of appropriate safety procedures.</p> <p>5.3A- Work independently and safely in self and shared space.</p> <p>5.1B- Follow instructions and class procedures while participating in PE activities.</p> <p>5.2B- Demonstrate cooperation and consideration of others in partner and group activities.</p> <p>5.3B- Demonstrate willingness to work with a variety of partners in PE activities.</p> <p>6.1A- Try a new movement task willingly.</p> <p>6.2A- Attempt to accomplish a movement task in a variety of ways.</p> <p>6.3A- Identify several physical activities that are enjoyable.</p> <p>6.1B Identify a new way to complete a movement task.</p>

Quarter 4	
Units	Standards
March-April Target Games	<p>1.1A-Use locomotor skills in exploratory and controlled settings.</p> <p>1.2A- Use non-locomotor skills (bend, twist, turn, sway, stretch,) in exploratory and controlled settings.</p> <p>1.2B- Catch a bounced ball.</p> <p>1.3B- Use different body parts to strike a lightweight object (such as a balloon) and keep it in the air.</p> <p>1.4B- Kick a stationary ball.</p> <p>1.5B- Dribble objects in a variety of ways in self and general space.</p> <p>1.6 B- Roll a ball underhand</p> <p>1.2B- Catch a bounced ball.</p> <p>2.1A – Establish a movement vocabulary through exploration of body, space, effort and relationships.</p> <p>2.2A- Distinguish between different degrees of effort (strong, weak, fast, slow, bound, free).</p> <p>3.1A- Identify interests connected with participation in physical activity.</p> <p>3.2A- Identify opportunities for increased physical activity outside of school.</p> <p>3.4A- Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis.</p> <p>3.1B- Explore activities of daily participation inside and outside of school.</p> <p>3.2B- Describe two favorite physical activities.-</p> <p>5.1A- Respond positively to reminders of appropriate safety procedures.</p> <p>5.3A- Work independently and safely in self and shared space.</p> <p>5.1B- Follow instructions and class procedures while participating in PE activities.</p> <p>5.2B- Demonstrate cooperation and consideration of others in partner and group activities.</p> <p>5.3B- Demonstrate willingness to work with a variety of partners in PE activities.</p> <p>6.1A- Try a new movement task willingly.</p> <p>6.2A- Attempt to accomplish a movement task in a variety of ways.</p> <p>6.3A- Identify several physical activities that are enjoyable.</p> <p>6.1B- Identify a new way to complete a movement task.</p> <p>6.2B- Use movement to express a feeling, tell a story or show effort.</p>
Unit 5 Net Wall Games	<p>1.1A-Use locomotor skills in exploratory and controlled settings.</p> <p>1.2A- Use non-locomotor skills (bend, twist, turn, sway, stretch,) in exploratory and controlled settings.</p> <p>1.3A- Balance using a variety of body parts (1/2/3/4 point balances) and body shapes (wide, narrow, twisted).</p> <p>1.4A- Transfer weight by rocking and rolling.</p> <p>1.5A – Move in time with a changing beat (music, clap).</p> <p>2.1A – Establish a movement vocabulary through exploration of body, space, effort and relationships.</p> <p>2.2A- Distinguish between different degrees of effort (strong, weak, fast, slow, bound, free).</p> <p>2.2B- Differentiate between non-locomotor skills</p> <p>3.1A- Identify interests connected with participation in physical activity.</p> <p>3.4A- Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis.</p>

	<p>3.2B- Describe two favorite physical activities.</p> <p>4.1A- Explore activities that contribute to a healthy lifestyle.</p> <p>5.3A- Work independently and safely in self and shared space.</p> <p>5.1B- Follow instructions and class procedures while participating in PE activities.</p> <p>5.2B- Demonstrate cooperation and consideration of others in partner and group activities.</p> <p>6.1A- Try a new movement task willingly.</p>
Unit 6	Standard
<p>May</p> <p>Tumbling/gymnastic, Rhythmic Movement</p>	<p>1.1A-Use locomotor skills in exploratory and controlled settings.</p> <p>1.2A- Use non-locomotor skills (bend, twist, turn, sway, stretch,) in exploratory and controlled settings.</p> <p>1.3A- Balance using a variety of body parts (1/2/3/4 point balances) and body shapes (wide, narrow, twisted).</p> <p>1.4A- Transfer weight by rocking and rolling.</p> <p>1.5A – Move in time with a changing beat (music, clap).</p> <p>2.1A – Establish a movement vocabulary through exploration of body, space, effort and relationships</p> <p>2.2B- Differentiate between non-locomotor skills.</p> <p>2.2B- Differentiate among non-locomotor skills.</p> <p>3.1A- Identify interests connected with participation in physical activity.</p> <p>3.4A- Participate in a variety of locomotor and non-locomotor skills inside and outside of school on a regular basis.</p> <p>3.2B- Describe two favorite physical activities.</p> <p>4.1A- Explore activities that contribute to a healthy lifestyle.</p> <p>5.3A- Work independently and safely in self and shared space.</p> <p>5.1B- Follow instructions and class procedures while participating in PE activities.</p> <p>5.2B- Demonstrate cooperation and consideration of others in partner and group activities.</p> <p>6.1A- Try a new movement task willingly.</p> <p>6.3A- Identify several physical activities that are enjoyable.</p>

**Wickliffe City Schools**  
First Grade Physical Education-Pacing Guide

<b>Quarter 1</b>	
Units	Standards
September-October Building Foundation- Movement Exploration	<p>1.1A – Demonstrate the ability to perform locomotor skills (walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction, and or speed.</p> <p>1.2A – Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal stimuli.</p> <p>2.1A – Demonstrate knowledge of movement vocabulary related to space a(self, general, directions, levels, and pathways)</p> <p>2.2A – Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical settings.</p> <p>2.3A – Identify personal effort that varies the quality of movement (speedup, slow down).</p> <p>2.2B – Repeat cue words for fundamental motor skills and apply them to improve performance.</p> <p>3.1A – Identify opportunities for increased physical activities (taking the stairs, walking the dog, riding a bike).</p> <p>3.2A – Identify several playground activities that could be performed during leisure time.</p> <p>3.3A – Participate in a variety of moderate to vigorous play activities on a regular basis.</p> <p>3.4A – Explore enjoyable activities which require moderate to vigorous physical activity.</p> <p>3.1B – Identify activities of daily participation inside and outside of school.</p> <p>4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p> <p>4.1B – Recognize activities that affect heart rate, flexibility and muscular strength.</p> <p>4.3B – Identify how different physical activities (running, stretching, balancing) affect the body.</p> <p>5.1A – Follow directions and handle equipment safely.</p> <p>5.1B – Follow instruction and class procedures while participating in PE activities.</p> <p>5.2B – Describe examples of cooperation and sharing in a variety of physical activities.</p> <p>6.1A - Try new movement tasks, skills and activities without hesitation.</p> <p>6.2A - Sustain effort to complete tasks.</p> <p>6.3A – Express pleasure from trying a new activity or learning a new skill.</p> <p>6.1B – Explore different ways to accomplish a movement tasks.</p> <p>6.2B – Devise a plan to accomplish a movement challenge.</p> <p>6.3B – Express personal feelings about learning a new skill.</p>
<b>Quarter 2</b>	
Units	Standards
November – December Manipulation/Net wall	<p>1.1A – Demonstrate the ability to perform locomotor skills (walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction, and or speed.</p>

Games	<p>1.2A – Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non verbal stimuli.</p> <p>1.1B – Throw using variation in time and force.</p> <p>1.2B – Catch a self tossed object with hands or an implement.</p> <p>1.3B – Strike a ball using different body parts.</p> <p>1.4B – Kick a ball while running, without hesitating or stopping prior to kick.</p> <p>1.5B – Dribble an object with hands and feet through self and general space/</p> <p>1.6B – Roll a ball to a specified target.</p> <p>2.1B – Differentiate among manipulative skills.</p> <p>2.2B – Repeat cue words for fundamental motor skills and apply them to improve performance.</p> <p>3.2B – Distinguish between active and inactive physical activity.</p> <p>4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p> <p>4.1B – Recognize activities that affect heart rate, flexibility and muscular strength.</p> <p>4.3B – Identify how different physical activities (running, stretching, balancing) affect the body.</p> <p>5.1A – Follow directions and handle equipment safely.</p> <p>5.1B – Follow instruction and class procedures while participating in PE activities.</p> <p>5.2B – Describe examples of cooperation and sharing in a variety of physical activities.</p> <p>6.1A - Try new movement tasks, skills and activities without hesitation.</p> <p>6.2A - Sustain effort to complete tasks.</p> <p>6.3A – Express pleasure from trying a new activity or learning a new skill.</p>
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**Quarter 3**

Units	Standards
January – February Physical Fitness/ Jump rope for Heart and Fitness Gram	<p>1.1A – Demonstrate the ability to perform locomotor skills (walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction, and or speed.</p> <p>2.1A – Demonstrate knowledge of movement vocabulary related to space a(self, general, directions, levels, and pathways)</p> <p>2.2A – Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical settings.</p> <p>2.3A – Identify personal effort that varies the quality of movement (speedup, slow down).</p> <p>3.1A – Identify opportunities for increased physical activities (taking the stairs, walking the dog, riding a bike).</p> <p>3.2A – Identify several playground activities that could be performed during leisure time.</p> <p>3.3A – Participate in a variety of moderate to vigorous play activities on a regular basis.</p> <p>3.4A – Explore enjoyable activities which require moderate to vigorous physical activity.</p> <p>3.1B – Identify activities of daily participation inside and outside of school.</p> <p>4.1A – Perform fitness related activities using appropriate principles and practices.</p> <p>4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p> <p>4.1B – Recognize activities that affect heart rate, flexibility and muscular strength.</p>

	<p>4.3B – Identify how different physical activities (running, stretching, balancing) affect the body.</p> <p>5.1A – Follow directions and handle equipment safely.</p> <p>5.1B – Follow instruction and class procedures while participating in PE activities.</p> <p>5.2B – Describe examples of cooperation and sharing in a variety of physical activities.</p> <p>6.1A - Try new movement tasks, skills and activities without hesitation.</p> <p>6.2A - Sustain effort to complete tasks.</p> <p>6.3A – Express pleasure from trying a new activity or learning a new skill.</p>
<b>Quarter 4</b>	
Units	Standards
<p>March Tumbling/ Rhythms and Dance</p> <p>May Target Games Field Run Score</p>	<p>1.2A – Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non verbal stimuli.</p> <p>1.3A – Balance in a variety of ways using equipment (balance beam).</p> <p>1.4A – Perform a variety of different rocking skills (forward, backward, side to side) and rolling skills.</p> <p>2.3A – Identify personal effort that varies the quality of movement (speedup, slow down).</p> <p>2.1B – Differentiate among manipulative skills.</p> <p>2.2B – Repeat cue words for fundamental motor skills and apply them to improve performance.</p> <p>3.2B – Distinguish between active and inactive physical activity.</p> <p>4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p> <p>4.1B – Recognize activities that affect heart rate, flexibility and muscular strength.</p> <p>5.1B – Follow instruction and class procedures while participating in PE activities.</p> <p>5.2B – Describe examples of cooperation and sharing in a variety of physical activities.</p> <p>6.1A - Try new movement tasks, skills and activities without hesitation.</p> <p>6.2A - Sustain effort to complete tasks.</p> <p>1.1A – Demonstrate the ability to perform locomotor skills (walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction, and or speed.</p> <p>1.2A – Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non verbal stimuli.</p> <p>1.1B – Throw using variation in time and force.</p> <p>1.2B – Catch a self tossed object with hands or an implement.</p> <p>1.3B – Strike a ball using different body parts.</p> <p>2.1A – Demonstrate knowledge of movement vocabulary related to space a(self, general, directions, levels, and pathways)</p> <p>2.2A – Demonstrate an understanding of relationships (lead, follow, over, under) in a variety of physical setting</p> <p>2.3A – Identify personal effort that varies the quality of movement (speedup, slow down).</p> <p>2.2B – Repeat cue words for fundamental motor skills and apply them to improve performance.</p> <p>3.1A – Identify opportunities for increased physical activities (taking the stairs, walking the dog, riding a bike).</p> <p>3.2A – Identify several playground activities that could be performed during leisure time.</p>



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|  | <p>3.3A – Participate in a variety of moderate to vigorous play activities on a regular basis.</p> <p>4.3B – Identify how different physical activities (running, stretching, balancing) affect the body.</p> <p>5.1A – Follow directions and handle equipment safely.</p> <p>5.1B – Follow instruction and class procedures while participating in PE activities.</p> <p>5.2B – Describe examples of cooperation and sharing in a variety of physical activities.</p> <p>6.1A - Try new movement tasks, skills and activities without hesitation.</p> <p>6.2A - Sustain effort to complete tasks.</p> |
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**Wickliffe City Schools**  
Second Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
September-October Building a Foundation/ Movement Exploration	<p>1.2A- Perform locomotor skills using critical elements correctly.</p> <p>1.3A – Combine non-locomotor and locomotor skills in a movement pattern.</p> <p>1.4A – Move over, under and around equipment with purpose, control and balance.</p> <p>2.1A – Use movement vocabulary to describe a pattern (levels, high, medium, low)</p> <p>2.2A – Apply movement concepts to modify performance (use more body parts, keep object closer).</p> <p>2.3A – Apply different degrees of effort to accomplish a task (adjust speed).</p> <p>2.2B – Identify critical elements which lead to successful performance of locomotor, non locomotor and manipulative skills.</p> <p>3.1A – Compare and contrast activities of daily participation inside and outside of school.</p> <p>3.3A – share physical activity done in and out of school.</p> <p>4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p> <p>4.2B – Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time.</p> <p>4.3B - Recognize the importance of muscular strength to support body weight.</p> <p>5.1A – follow instructions and class procedures while participating in physical activity.</p> <p>5.2A – Demonstrate cooperation with others when resolving conflicts.</p> <p>5.3A – Take turns using equipment or performing a task.</p> <p>5.4A – Interact positively with others in partner and small group activities without regard to individual differences.</p> <p>6.1A- Continue to participate when not successful on the first try.</p> <p>6.2A – Practice to refine the performance of a movement task, skill or sequence.</p> <p>6.4 A – enjoy participating with others to accomplish a movement challenge.</p> <p>6.5A- Identify positive feelings that result from participation in physical activity.</p>
<b>Quarter 2</b>	
Units	Standards
November- December Manipulation/Net/Wall Games	<p>1.1B- Throw a variety of objects demonstrating a side orientation.</p> <p>1.2B – Catch objects coming from different directions, heights, speed, etc.</p> <p>1.3B – Strike a variety of objects with the hand or an implement, attempting to control force/direction.</p> <p>1.4B – Kick a rolled or moving ball.</p> <p>1.5B – Dribble a ball with hands and feet using a variation in time/force.</p> <p>1.6B – Roll a ball or object to a moving target.</p>

2.2A – Apply movement concepts to modify performance (use more body parts, keep object closer).  
 2.3A – Apply different degrees of effort to accomplish a task (adjust speed).  
 2.1B – Differentiate among manipulative skills.  
 2.2B – Identify critical elements which lead to successful performance of locomotor, non locomotor and manipulative skills.  
 3.1A – Compare and contrast activities of daily participation inside and outside of school.  
 4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.  
 4.2B – Identify the importance of pacing to sustain moderate to vigorous activity for longer periods of time.  
 4.3B – Recognize the importance of muscular strength to support body weight.  
 5.1A – follow instructions and class procedures while participating in physical activity.  
 5.2A – Demonstrate cooperation with others when resolving conflicts.  
 5.3A – Take turns using equipment or performing a task.  
 5.4A – Interact positively with others in partner and small group activities without regard to individual differences.  
 6.1A- Continue to participate when not successful on the first try.  
 6.2A – Practice to refine the performance of a movement task, skill or sequence.  
 6.4 A – enjoy participating with others to accomplish a movement challenge.  
 6.5A- Identify positive feelings that result from participation in physical activity.

**Quarter 3**

Units	Standards
January – February Physical Fitness/ fitness gram and Jump Rope for Heart	1.2A- Perform locomotor skills using critical elements correctly. 1.3A – Combine non-locomotor and locomotor skills in a movement pattern. 1.4A – Move over, under and around equipment with purpose, control and balance. 2.1A – Use movement vocabulary to describe a pattern (levels, high, medium, low) 2.2A – Apply movement concepts to modify performance (use more body parts, keep object closer). 2.3A – Apply different degrees of effort to accomplish a task (adjust speed). 2.2B – Identify critical elements which lead to successful performance of locomotor, non locomotor and manipulative skills. 3.1A – Compare and contrast activities of daily participation inside and outside of school. 3.2A – share physical activity done in and out of school 4.1A – Perform fitness related activities using appropriate principles and practices. 4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity. 4.1B – Distinguish between exercise that improves endurance, flexibility and muscular strength. 4.2B – Indentify the importance of pacing to sustain moderate to vigorous activity for longer periods of time. 4.3B – Recognize the importance of muscular strength to support body weight.

	<p>4.4B – Recognize that health related fitness consists of several different components (strength, flexibility, endurance)</p> <p>5.1A – follow instructions and class procedures while participating in physical activity.</p> <p>5.2A – Demonstrate cooperation with others when resolving conflicts.</p> <p>5.3A – Take turns using equipment or performing a task.</p> <p>5.4A – Interact positively with others in partner and small group activities without regard to individual differences.</p> <p>6.1A- Continue to participate when not successful on the first try.</p> <p>6.2A – Practice to refine the performance of a movement task, skill or sequence.</p> <p>6.4 A – enjoy participating with others to accomplish a movement challenge.</p> <p>6.5A- Identify positive feelings that result from participation in physical activity.</p>
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**Quarter 4**

Units	Standards
<p>March Tumbling/Rhythms/Dance</p> <p>Unit 5 &amp; 6 April- May</p>	<p>1.1A – Perform combinations of locomotor, weight and balance skills.</p> <p>1.2A- Perform locomotor skills using critical elements correctly.</p> <p>1.3A – Combine non-locomotor and locomotor skills in a movement pattern.</p> <p>1.4A – Move over, under and around equipment with purpose, control and balance.</p> <p>2.1A – Use movement vocabulary to describe a pattern (levels, high, medium, low)</p> <p>2.2A – Apply movement concepts to modify performance (use more body parts, keep object closer).</p> <p>2.3A – Apply different degrees of effort to accomplish a task (adjust speed).</p> <p>4.2A – Demonstrate sufficient fitness to sustain moderate to vigorous physical activity.</p> <p>4.1B – Distinguish between exercise that improves endurance, flexibility and muscular strength.</p> <p>4.2B – Indentify the importance of pacing to sustain moderate to vigorous activity for longer periods of time.</p> <p>4.3B – Recognize the importance of muscular strength to support body weight.</p> <p>4.4B – Recognize that health related fitness consists of several different components (strength, flexibility, endurance)</p> <p>5.1A – follow instructions and class procedures while participating in physical activity.</p> <p>5.2A – Demonstrate cooperation with others when resolving conflicts.</p> <p>5.3A – Take turns using equipment or performing a task.</p> <p>5.4A – Interact positively with others in partner and small group activities without regard to individual differences.</p> <p>6.1A- Continue to participate when not successful on the first try.</p> <p>6.2A – Practice to refine the performance of a movement task, skill or sequence.</p> <p>6.4 A – enjoy participating with others to accomplish a movement challenge.</p> <p>6.5A- Identify positive feelings that result from participation in physical activity.</p> <p>1.1B- Throw a variety of objects demonstrating a side orientation.</p>

Invasion Games/target games/Field Run Score	<p>1.2B – Catch objects coming from different directions, heights, speed, etc.</p> <p>1.3B – Strike a variety of objects with the hand or an implement, attempting to control force/direction.</p> <p>1.4B – Kick a rolled or moving ball.</p> <p>1.5B – Dribble a ball with hands and feet using a variation in time/force.</p> <p>1.6B – Roll a ball or object to a moving target.</p> <p>2.2A – Apply movement concepts to modify performance (use more body parts, keep object closer).</p> <p>2.3A – Apply different degrees of effort to accomplish a task (adjust speed).</p> <p>2.1B – Differentiate among manipulative skills.</p> <p>2.2B – Identify critical elements which lead to successful performance of locomotor, non locomotor and manipulative skills.</p> <p>3.1A – Compare and contrast activities of daily participation inside and outside of school</p>
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**Wickliffe City Schools**  
Third Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
September –October Net-Wall Games, Target Games	<p>1.1B- throw overhand with force using appropriate critical elements (side to target, step with opposite foot, trunk rotation, bend elbow, extend and follow through).</p> <p>1.2B – Catch a variety of objects in dynamic conditions using the critical elements (eyes on object, move into line, hands ready, hands catch absorb force).</p> <p>1.4B – Kick a ball to a target using critical elements (long stride to the ball, support foot next to the ball or toe to the target, contact center of ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if through to target).</p> <p>1.6B – Roll a ball (one handed underhand) to hit various targets using critical elements (eyes on target, arm back, step with opposition, release at front foot, roll through to target).</p> <p>2. 1A – Modify movement to meet the demands of a task (throw with more force or less force to reach a target or teammate).</p> <p>2.2A – Explain how the characteristics of an object (size, material, weight) affect performance of manipulative skills.</p> <p>2.3A – Identify the most stable and unstable positions from 2-3-4 point position.</p> <p>2.4A – Demonstrate understanding of boundaries.</p> <p>2.5A- Recognize offensive and defensive situations.</p> <p>2.6A- start and restart activity in appropriate ways.</p> <p>2.1B – Describe critical elements of the manipulative skills (throw, catch, kick, strike).</p> <p>2.2B – Explain how appropriate practice improves performance.</p> <p>3.1A – Meet the minimum daily expectations for physical activity inside and outside of school.</p> <p>3.2A – Identify activities within school that contribute to a physically active lifestyle.</p> <p>3.3A – Meet/exceed recommendations for physical activity time each week.</p> <p>3.1B – Track amount of daily physical activity using log or calendar.</p> <p>3.2B - Meet/exceed recommendations for physical activity time each week.</p> <p>4.1A – Perform fitness related activities using appropriate principles and practices.</p> <p>4.2B – Recognize when to increase or decrease intensity during an activity based on internal or external feedback.</p> <p>4.5 B – Know parts of a physical activity session/workout (warm-up, main activity, cool down).</p> <p>5.1A – Follow rules and safe practices in class activities.</p> <p>5.2A – Identify equipment specific safety rules and follow them.</p> <p>5.3A – Recognize characteristics of the equipment and environment that effect safe play.</p> <p>5.1B – Work cooperatively with a partner in the development of an activity, dance sequence or game.</p>

- 5.2B – Cooperate with a partner or small group by taking turns and sharing equipment.
- 5.3B – Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
- 6.4A – Demonstrate enjoyment (smile, positive reinforcement, high five) while participating with others during a
- 6.2B – Recognize that physical activity provides opportunities for social interaction.

**Quarter 2**

Units	Standards
November – December Invasion /net wall games	<p>1.1B- throw overhand with force using appropriate critical elements (side to target, step with opposite foot, trunk rotation, bend elbow, extend and follow through).</p> <p>1.2B – Catch a variety of objects in dynamic conditions using the critical elements (eyes on object, move into line, hands ready, hands catch absorb force).</p> <p>1.4B – Kick a ball to a target using critical elements (long stride to the ball, support foot next to the ball or toe to the target, contact center of ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if their goal is power, follow through to target).</p> <p>1.6B – Roll a ball (one handed underhand) to hit various targets using critical elements (eyes on target, arm back, step with opposition, release at front foot, roll through to target).</p> <p>2. 1A – Modify movement to meet the demands of a task (throw with more force or less force to reach a target or teammate).</p> <p>2.2A – Explain how the characteristics of an object (size, material, weight) affect performance of manipulative skills.</p> <p>2.3A – Identify the most stable and unstable positions from 2-3-4 point position.</p> <p>2.4A – Demonstrate understanding of boundaries.</p> <p>2.5A- Recognize offensive and defensive situations.</p> <p>2.6A- start and restart activity in appropriate ways.</p> <p>2.1B – Describe critical elements of the manipulative skills (throw, catch, kick, strike).</p> <p>2.2B – Explain how appropriate practice improves performance.</p> <p>3.1A – Meet the minimum daily expectations for physical activity inside and outside of school.</p> <p>3.2A – Identify activities within school that contribute to a physically active lifestyle.</p> <p>3.3A – Meet/exceed recommendations for physical activity time each week.</p> <p>3.1B – Track amount of daily physical activity using log or calendar.</p> <p>3.2B - Meet/exceed recommendations for physical activity time each week.</p> <p>4.1A – Perform fitness related activities using appropriate principles and practices.</p> <p>4.2B – Recognize when to increase or decrease intensity during an activity based on internal or external feedback.</p> <p>4.5 B – Know parts of a physical activity session/workout (warm-up, main activity, cool down).</p> <p>5.1A – Follow rules and safe practices in class activities.</p> <p>6.4A – Demonstrate enjoyment (smile, positive reinforcement, high five) while participating with others during activity.</p>

	6.2B – Recognize that physical activity provides opportunities for social interaction.
<b>Quarter 3</b>	
Units	Standards
January – February Physical Fitness/ Movement	<p>2. 1A – Modify movement to meet the demands of a task (throw with more force or less force to reach a target or teammate).</p> <p>2.2A – Explain how the characteristics of an object (size, material, weight) affect performance of manipulative skills.</p> <p>2.3A – Identify the most stable and unstable positions from 2-3-4 point position.</p> <p>2.4A – Demonstrate understanding of boundaries.</p> <p>2.5A- Recognize offensive and defensive situations.</p> <p>2.6A- start and restart activity in appropriate ways.</p> <p>2.1B – Describe critical elements of the manipulative skills (throw, catch, kick, strike).</p> <p>2.2B – Explain how appropriate practice improves performance.</p> <p>3.1A – Meet the minimum daily expectations for physical activity inside and outside of school.</p> <p>3.2A – Identify activities within school that contribute to a physically active lifestyle.</p> <p>3.3A – Meet/exceed recommendations for physical activity time each week.</p> <p>3.1B – Track amount of daily physical activity using log or calendar.</p> <p>3.2B - Meet/exceed recommendations for physical activity time each week.</p> <p>4.1A – Perform fitness related activities using appropriate principles and practices.</p> <p>4.2A – Meet criterion referenced standards for the components of health related fitness.</p> <p>4.1B – Identify the healthy fitness level (zone, criteria) for a fitness assessment.</p> <p>4.2B – Recognize when to increase or decrease intensity during an activity based on internal or external feedback.</p> <p>4.3B – Understand the overall benefits of a healthy, active lifestyle.</p> <p>4.4B – Define the components of health related fitness (body composition, cardiovascular endurance, flexibility, muscular strength).</p> <p>4.5 B – Know parts of a physical activity session/workout (warm-up, main activity, cool down).</p> <p>4.6B – Monitor heart rate at rest, during physical activity and during cool down.</p> <p>5.1A – Follow rules and safe practices in class activities.</p> <p>6.4A – Demonstrate enjoyment (smile, positive reinforcement, high five) while participating with others during activity.</p> <p>6.2B – Recognize that physical activity provides opportunities for social interaction.</p>
<b>Quarter 4</b>	
Units	Standards
March Tumbling	<p>1.1A – Perform a sequence of movements (dance, gymnastics, jump rope) with a beginning, middle and end.)</p> <p>1.2A – Balance on a variety of objects that are either static or dynamic.</p>



<p>/rhythms/dance</p> <p>April –May (Invasion Games/Physical fitness/Field run Score.</p>	<p>2.3A – Identify the most stable and unstable positions from 2-3-4 point position.</p> <p>2.2B – Explain how appropriate practice improves performance.</p> <p>3.1A – Meet the minimum daily expectations for physical activity inside and outside of school.</p> <p>3.2A – Identify activities within school that contribute to a physically active lifestyle.</p> <p>3.3A – Meet/exceed recommendations for physical activity time each week.</p> <p>3.1B – Track amount of daily physical activity using log or calendar.</p> <p>3.2B - Meet/exceed recommendations for physical activity time each week.</p> <p>4.5 B – Know parts of a physical activity session/workout (warm-up, main activity, cool down).</p> <p>5.1A – Follow rules and safe practices in class activities.</p> <p>6.1A- Identify positive feelings associated with participation in physical activity.</p> <p>6.2A – Select and practice physically challenging activities to improve a skill and or to experience success.</p> <p>6.3A – Explain reason for selecting a particular physical activity as a favorite.</p> <p>6.4A – Demonstrate enjoyment (smile, positive reinforcement, high five) while participating with others during a</p> <p>6.2B – Recognize that physical activity provides opportunities for social interaction.</p> <p>1.1B- throw overhand with force using appropriate critical elements (side to target, step with opposite foot, trunk extend and follow through).</p> <p>1.2B – Catch a variety of objects in dynamic conditions using the critical elements (eyes on object, move into line, hands ready, hands catch absorb force).</p> <p>1.4B – Kick a ball to a target using critical elements (long stride to the ball, support foot next to the ball or toe to the target, contact center of ball or bottom if the goal is height, use the inside of the foot for accuracy or laces if their goal is power, follow through to target).</p> <p>1.6B – Roll a ball (one handed underhand) to hit various targets using critical elements (eyes on target, arm back, step with opposition, release at front foot, roll through to target).</p> <p>2. 1A – Modify movement to meet the demands of a task (throw with more force or less force to reach a target or teammate).</p> <p>2.2A – Explain how the characteristics of an object (size, material, weight) affect performance of manipulative skills.</p> <p>2.3A – Identify the most stable and unstable positions from 2-3-4 point position.</p> <p>2.4A – Demonstrate understanding of boundaries.</p> <p>2.5A- Recognize offensive and defensive situations.</p> <p>2.6A- start and restart activity in appropriate ways.</p> <p>2.1B – Describe critical elements of the manipulative skills (throw, catch, kick, strike).</p> <p>2.2B – Explain how appropriate practice improves performance.</p> <p>3.1A – Meet the minimum daily expectations for physical activity inside and outside of school.</p> <p>3.2A – Identify activities within school that contribute to a physically active lifestyle.</p> <p>3.3A – Meet/exceed recommendations for physical activity time each week.</p>
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|  | <p>3.2B - Meet/exceed recommendations for physical activity time each week.</p> <p>4.1A – Perform fitness related activities using appropriate principles and practices.</p> <p>4.2A – Meet criterion referenced standards for the components of health related fitness.</p> <p>4.1B – Identify the healthy fitness level (zone, criteria) for a fitness assessment.</p> <p>4.2B – Recognize when to increase or decrease intensity during an activity based on internal or external feedback</p> <p>4.3B – Understand the overall benefits of a healthy, active lifestyle.</p> <p>4.4B – Define the components of health related fitness (body composition, cardiovascular endurance, flexibility, muscular strength).</p> <p>4.5 B – Know parts of a physical activity session/workout (warm-up, main activity, cool down).</p> <p>4.6B – Monitor heart rate at rest, during physical activity and during cool down.</p> <p>5.1A – Follow rules and safe practices in class activities.</p> <p>6.4A – Demonstrate enjoyment (smile, positive reinforcement, high five) while participating with others during activity.</p> <p>6.2B – Recognize that physical activity provides opportunities for social interaction.</p> |
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**Wickliffe City Schools**  
Fourth Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
September – October Net wall Games/Target Games and Movement Exploration.	<p>1.1B – Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.</p> <p>1.2B – Catch (two-handed) during a game or game like situation using critical elements.</p> <p>1.3B – Strike an object with a long handled implement using the critical elements.</p> <p>1.4 B – Kick a ball to a moving target using the critical elements.</p> <p>1.5B – Punt a ball using critical elements (hold ball in two hands at waist level, take a long stride, drop the ball onto the foot, point the toe, make contact with the laces, kick through the ball.</p> <p>1.6B – Dribble with control while moving through space to avoid stationary objects using critical elements.</p> <p>1.7B – Roll a ball to strike targets in different directions and locations using critical elements.</p> <p>2.1A- Explain the importance of balance in effective movement performance.</p> <p>2.2A – Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (size of object, distance to the goal, speed or time to complete the movement) and or environment (space, number of players)</p> <p>2.4A – Demonstrate basic understanding of spacing in a dynamic environment.</p> <p>2.5A – Demonstrate understanding of tactics needed to score (ball possession, attack, moving an opponent).</p> <p>2.1B – Use knowledge of critical elements to analyze skill performance to determine strengths and weaknesses or motor skills.</p> <p>2.2B – Explain how appropriate practice can improve performance of a movement skill.</p> <p>3.2A- Identify activities outside of school that contribute to a physically active lifestyle.</p> <p>5.1A – Follow rules and safe practices in class activities.</p> <p>5.2A – Adjust performance to characteristics of the environment to ensure safety.</p> <p>5.1B – Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.</p> <p>5.2B – Participate with a group in cooperative problem-solving activities.</p> <p>5.3B – Demonstrate cooperation with and respect for peers different from self.</p> <p>5.4B – Demonstrate cooperation with others when resolving a conflict.</p> <p>6.1A – Select and practice physically challenging activities to improve a skill and or experience success.</p> <p>6.4A – Demonstrate aspects of an activity that contribute to enjoyment in physical activity.</p> <p>6.3B – Interact positively with partners or small groups in a variety of physical activity settings.</p>
<b>Quarter 2</b>	
Units	Standards

<p>November- December Invasion Games/ Target Games/Net Wall Games</p>	<p>1.1B – Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.  1.2B – Catch (two-handed) during a game or game like situation using critical elements.  1.3B – Strike an object with a long handled implement using the critical elements.  1.4 B – Kick a ball to a moving target using the critical elements.  1.5B – Punt a ball using critical elements (hold ball in two hands at waist level, take a long stride, drop the ball onto the foot, point the toe, make contact with the laces, kick through the ball.  1.6B – Dribble with control while moving through space to avoid stationary objects using critical elements.  1.7B – Roll a ball to strike targets in different directions and locations using critical elements.  2.1A- Explain the importance of balance in effective movement performance.  2.2A – Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (size of object, distance to the goal, speed or time to complete the movement) and or environment(  2.4A – Demonstrate basic understanding of spacing in a dynamic environment.  2.5A – Demonstrate understanding of tactics needed to score (ball possession, attack, moving an opponent).  2.1B – Use knowledge of critical elements to analyze skill performance to determine strengths and weaknesses or motor skills.  2.2B – Explain how appropriate practice can improve performance of a movement skill.  3.1A – Participate in self directed activities to meet daily minimum daily expectations for physical activity.  3.2A- Identify activities outside of school that contribute to a physically active lifestyle.  3.1B – Track daily amount of weekly physical activity using assessment tools.  4.2B – Identify activities or exercises that might improve or maintain a component of health related fitness.  5.1A – Follow rules and safe practices in class activities.  5.2A – Adjust performance to characteristics of the environment to ensure safety.  5.1B – Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.  5.2B – Participate with a group in cooperative problem-solving activities.  5.3B – Demonstrate cooperation with and respect for peers different from self.  5.4B – Demonstrate cooperation with others when resolving a conflict.  6.1A – Select and practice physically challenging activities to improve a skill and or experience success.  6.4A – Demonstrate aspects of an activity that contribute to enjoyment in physical activity.  6.3B – Interact positively with partners or small groups in a variety of physical activity settings.</p>
<p><b>Quarter 3</b></p>	
<p>Units</p>	<p>Standards</p>

<p>January- February Physical Fitness/Movement</p>	<p>2.1A- Explain the importance of balance in effective movement performance.  2.2A – Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (size of object, distance to the goal, speed or time to complete the movement) and or environment (space, number of players)  2.4A – Demonstrate basic understanding of spacing in a dynamic environment.  2.5A – Demonstrate understanding of tactics needed to score (ball possession, attack, moving an opponent).  2.1B – Use knowledge of critical elements to analyze skill performance to determine strengths and weaknesses or motor skills.  2.2B – Explain how appropriate practice can improve performance of a movement skill.  3.1A – Participate in self directed activities to meet daily minimum daily expectations for physical activity.  3.2A- Identify activities outside of school that contribute to a physically active lifestyle.  3.3A – Meet or exceed the weekly recommendations for physical activity.  3.1B – Track daily amount of weekly physical activity using assessment tools.  4.1A – Perform fitness activities using appropriate principles and practices.  4.2A - Recognize when to increase or decrease intensity during an activity based on internal or external feedback.  4.3A – Understand the overall benefits of a healthy active, lifestyle.  4.4A – Define the components of health-related fitness (body composition, cardiovascular endurance, flexibility , muscular strength  4.2B – Identify activities or exercises that might improve or maintain a component of health related fitness.  5.1A – Follow rules and safe practices in class activities.  5.2A – Adjust performance to characteristics of the environment to ensure safety.  5.1B – Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.  5.2B – Participate with a group in cooperative problem-solving activities.  5.3B – Demonstrate cooperation with and respect for peers different from self.  5.4B – Demonstrate cooperation with others when resolving a conflict.  6.1A – Select and practice physically challenging activities to improve a skill and or experience success.  6.4A – Demonstrate aspects of an activity that contribute to enjoyment in physical activity.  6.3B – Interact positively with partners or small groups in a variety of physical activity settings.</p>
<b>Quarter 4</b>	
Units	Standards

<p>March- Tumbling/Rhythm and Dance</p>	<p>1.1A – Perform a sequence of 5-7 movements (dance, gymnastics, jump rope) with smooth transition between those movements.</p> <p>1.2A – Balance on a variety of objects are either static or dynamic.</p> <p>2.3A – Explain the importance of balance in effective movement performance.</p> <p>2.4A – Demonstrate basic understanding of spacing in a dynamic environment (partner or small group dance spacing, proximity, or teammate in small sided games).</p> <p>2.2B – Explain how appropriate practice improves performance of a movement or skill.</p> <p>3.1A – Participate in self directed activities to meet daily minimum daily expectations for physical activity.</p> <p>3.2A- Identify activities outside of school that contribute to a physically active lifestyle.</p> <p>3.3A – Meet or exceed the weekly recommendations for physical activity.</p> <p>3.1B – Track daily amount of weekly physical activity using assessment tools.</p> <p>4.1A – Perform fitness activities using appropriate principles and practices.</p> <p>5.1A – Follow rules and safe practices in class activities.</p> <p>5.2A – Adjust performance to characteristics of the environment to ensure safety.</p> <p>5.1B – Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.</p> <p>5.2B – Participate with a group in cooperative problem-solving activities.</p> <p>5.3B – Demonstrate cooperation with and respect for peers different from self.</p> <p>5.4B – Demonstrate cooperation with others when resolving a conflict.</p> <p>6.1A – Select and practice physically challenging activities to improve a skill and or experience success.</p> <p>6.4A – Demonstrate aspects of an activity that contribute to enjoyment in physical activity.</p> <p>6.3B – Interact positively with partners or small groups in a variety of physical activity settings.</p>
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**Wickliffe City Schools**  
Fifth Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
September-November Target Games, Invasion Games	<p>1.1B – Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.</p> <p>1.2B– Catch (two handed) during a game or game like situation using critical elements.</p> <p>1.3B – Strike an object with long-handled implement using the critical elements.</p> <p>1.4B – Kick a ball to a moving target using critical elements.</p> <p>1.5B – Punt a ball using critical elements (hold ball in two hands at waist level, take a ling stride, drop the ball onto the foot, point the toe, make contact with the laces, kick through the ball).</p> <p>1.6B – Dribble with control while moving through space to avoid stationary objects using critical elements.</p> <p>2.1A – Identify similar patterns/concepts across related activities (striking with a bat, tennis forehand).</p> <p>2.2A – Analyze and modify a movement based on the characteristics of the task and/or environment in a dynamic or changing environment.</p> <p>2.3A – Use knowledge of balance to affect movement performance.</p> <p>2.5A – Demonstrate basic decision making capabilities in simple performance settings.</p> <p>2.1B- Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others.</p> <p>2.2B– Use the principles of practice (part –practice, variable practice, simplifying the environment, identifying key cues), to develop a plan to improve performance for a movement skill.</p> <p>3.1A – Participate in self directed activities to meet the minimum daily expectations for physical activity.</p> <p>5.1A – Adhere to class and activity-specific rules and safe practices.</p> <p>5.2A – Adjust performance to characteristics of the environment to ensure safe play.</p> <p>5.1B – Lead, follow and support group members to improve play in cooperative and competitive settings.</p> <p>5.2B – Evaluate personal behavior to ensure positive effects on others.</p> <p>5.3B – Demonstrate respectful and responsible behavior toward peers different from oneself.</p> <p>5.4B – Demonstrate cooperation with others when resolving conflict.</p> <p>6.1A – Explain reasons for choosing to participate in a selected physical activity.</p> <p>6.2A – Select physically challenging activities to improve a skill or to experience success.</p> <p>6.5A – Celebrate personal success and achievement, and that of others, due to effort and practice.</p>
<b>Quarter 2</b>	
Units	Standards

<p>December Physical Fitness</p>	<p>1.1A – design and perform a sequence of 5-7 movements using jump ropes.  1.2A – Balance on a variety of objects that are either static or dynamic.  2.3A – Use knowledge of balance to affect movement performance.  2.5A – Demonstrate basic decision making capabilities in simple performance settings.  2.1B- Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others  3.1A – Participate in self directed activities to meet the minimum daily expectations for physical activity.  3.2A – Identify local resources for participation in physical activity (parks, rec. facilities, oplaying fields, walking trails)  3.3A – Meet/exceed recommendations for physical activity time each week.  3.1B – Track amount of weekly physical activity using assessment tools (journals, log, pedometer).  3.2B – Plan to increase physical activity time inside and outside of school.  3.3B – Plan to use local resources in the community to increase physical activity time.  4.1A – Perform fitness related activities using appropriate principles and practices.  4.2A – Meet criterion referenced standards for the components of health related fitness.  4.1B – Relate performance on fitness assessment with criteria for health related fitness.  4.2B – Identify activities or exercises that might improve or maintain a component of health related fitness.  4.3B – Understand the components of the FITT principle.  4.4B – Describe feelings in the body that result from varying frequency, intensity, time, and type of physical activity.  4.5B – Understand the components of health related fitness and identify activities that have potential to develop each component.  4.6B – Identify and perform activities to complete each part (warm-up, main activity, cool down), of a physical activity or work-out.  4.7B – Recognize the principles of target heart rate.  5.1A – Adhere to class and activity-specific rules and safe practices.  5.2A – Adjust performance to characteristics of the environment to ensure safe play.  5.1B – Lead, follow and support group members to improve play in cooperative and competitive settings.  5.2B – Evaluate personal behavior to ensure positive effects on others.  5.3B – Demonstrate respectful and responsible behavior toward peers different from oneself.  5.4B – Demonstrate cooperation with others when resolving conflict.  6.1A – Explain reasons for choosing to participate in a selected physical activity.  6.2A – Select physically challenging activities to improve a skill or to experience success.  6.4A – Explain how practice increases the level of personal success that leads to increased enjoyment.</p>
<p><b>Quarter 3</b></p>	
<p>Units</p>	<p>Standards</p>



<p>January- March Net-Wall Games/Rhythms/Dance</p>	<p>1.1A – Design and perform a sequence of 5-7 movements (dance, gymnastics, jump rope) with smooth transition between those movements.  1.2A – Balance on a variety of objects that are either static or dynamic.  1.1B – Send, receive dribble and shoot in game like practice using appropriate practice like skills.  2.1A – Identify similar patterns/concepts across related activities.  2.2A – Analyze and modify a movement based on the characteristics of the task and/or environment in a dynamic or changing environment.  2.3A – Use knowledge of balance to affect movement performance.  2.5A – Demonstrate basic decision making capabilities in simple performance settings.  2.1B- Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others.  2.2B– Use the principles of practice (part –practice, variable practice, simplifying the environment, identifying key cues), to develop a plan to improve performance for a movement skill.  3.1A – Participate in self directed activities to meet the minimum daily expectations for physical activity.  4.1A – Perform fitness related activities using appropriate principles and practices.  5.1A – Adhere to class and activity-specific rules and safe practices.  5.2A – Adjust performance to characteristics of the environment to ensure safe play.  5.1B – Lead, follow and support group members to improve play in cooperative and competitive settings.  5.2B – Evaluate personal behavior to ensure positive effects on others.  5.3B – Demonstrate respectful and responsible behavior toward peers different from oneself.  5.4B – Demonstrate cooperation with others when resolving conflict.  6.1A – Explain reasons for choosing to participate in a selected physical activity.  6.4A – Explain how practice increases the level of personal success that leads to increased enjoyment.</p>
<p><b>Quarter 4</b></p>	
<p>Units</p>	<p>Standards</p>
<p>April-May Field, Run, Score/Target  Field Run Score/Target Games cont.</p>	<p>1.1B – Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.  1.2B– Catch (two handed) during a game or game like situation using critical elements.  1.3B – Strike an object with long-handled implement using the critical elements.  1.4B – Kick a ball to a moving target using critical elements.  1.5B – Punt a ball using critical elements (hold ball in two hands at waist level, take a ling stride, drop the ball make contact with the laces, kick through the ball).  1.6B – Dribble with control while moving through space to avoid stationary objects using critical elements.  2.1A – Identify similar patterns/concepts across related activities (striking with a bat, tennis forehand).  2.2A – Analyze and modify a movement based on the characteristics of the task and/or environment in a dynamic or changing environment.  2.3A – Use knowledge of balance to affect movement performance.</p>

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| <p>2.5A – Demonstrate basic decision making capabilities in simple performance settings.</p> <p>2.1B- Use knowledge of critical elements to analyze and provide feedback on motor-skill performance of others.</p> <p>2.2B– Use the principles of practice (part –practice, variable practice, simplifying the environment, identifying key cues), to develop a plan to improve performance for a movement skill.</p> <p>3.1A – Participate in self directed activities to meet the minimum daily expectations for physical activity.</p> <p>5.1A – Adhere to class and activity-specific rules and safe practices.</p> <p>5.2A – Adjust performance to characteristics of the environment to ensure safe play.</p> <p>5.1B – Lead, follow and support group members to improve play in cooperative and competitive settings.</p> <p>5.2B – Evaluate personal behavior to ensure positive effects on others.</p> <p>5.3B – Demonstrate respectful and responsible behavior toward peers different from oneself.</p> <p>5.4B – Demonstrate cooperation with others when resolving conflict.</p> <p>6.1A – Explain reasons for choosing to participate in a selected physical activity.</p> <p>6.2A – Select physically challenging activities to improve a skill or to experience success.</p> <p>6.3A – Share feelings with others in class about personal success, challenges or failure during activity.</p> |
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**Wickliffe City Schools**  
Sixth Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
September-November Target Games/Invasion Games	<p>1.2A – Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading).</p> <p>1.1B – Send, receive dribble and shoot in game like practice using appropriate critical elements.</p> <p>1.4.B – Send an object to a target in game like practice using appropriate critical elements.</p> <p>2.1A – Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game like settings(when and where should I move).</p> <p>2.2A – Demonstrate basic decision making capabilities in a variety of physical activities (when and where do I execute?)</p> <p>2.1B – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non locomotor skills/movements.</p> <p>2.2B – Demonstrate and explain critical elements of specific sport skills (shooting hand under ball) and movement skills (tuck chin on chest as you roll).</p> <p>3.1A – Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations of physical activity.</p> <p>3.2A – Develop awareness of the opportunity inside and outside of school for participation in a broad range of activities that may meet personal needs and interests.</p> <p>3.3A – Develop a list of available school and community activities.</p> <p>5.1A – Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</p> <p>5.2A Acknowledge and apply rules to game situations to ensure personal and group safety.</p> <p>5.1B – Offer positive suggestions to facilitate group progress in physical activities.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p>5.3B – Show consideration of the rights and feelings of others when resolving a conflict.</p> <p>5.4B – Accept decisions made by the designated official and return to activity.</p> <p>6.1A – Demonstrate perseverance when challenged by a new physical activity.</p> <p>6.2A – Attempt to improve attained skill through effort and practice.</p> <p>6.3A – Identify the physical, social, and psychological benefits of participation in physical activities.</p> <p>6.1B – Participate in activities which allow students to set and achieve individual and team goals.</p> <p>6.2B – Participate in a variety of non-traditional activities of interest (initiatives, cooperative games, orienteer</p> <p>6.3B – Describe the role of participation in physical activities has in getting to know oneself and others.</p> <p>6.4B – Work positively toward outcomes in small group setting (solve initiatives, work on a cooperative task, modify a game or an activity through</p>

group discussions).  
6.5B – Resolve conflicts that arise with others without confrontation.

**Quarter 2**

Units	Standards
<p>December- January Physical Fitness/Net Wall Games/Rhythms</p>	<p>1.1A – Design and demonstrate a routine that includes variety of movement patterns (dance, gymnastics) with smooth transitions between movement patterns. 1.2A – Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading). 1.3A – Perform simple dance sequences. 1.1B – Send, receive dribble and shoot in game like practice using appropriate critical elements. 1.4.B – Send an object to a target in game like practice using appropriate critical elements. 2.1A – Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game like settings(where and when should I move). 2.2A – Demonstrate basic decision making capabilities in a variety of physical activities (when and where do I execute?) 2.1B – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non locomotor skills/movements. 2.2B – Demonstrate and explain critical elements of specific sport skills (shooting hand under ball) and movement skills (tuck chin on chest as you roll). 3.1A – Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations of physical activity. 3.2A – Develop awareness of the opportunity inside and outside of school for participation in a broad range of activities that may meet personal needs and interests. 3.3A – Develop a list of available school and community activities. 4.1A – Perform fitness activities using appropriate principles and practices. 4.2A – Meet criterion referenced standards for the components of health related fitness. 4.1B – Identify areas of improvement from fitness test results and identify and develop a plan to improve areas of deficit. 4.2B – Use various forms of technology to monitor physical activity (heart monitor, pedometer). 4.3B – Understand the components of health related fitness (body composition, cardiovascular endurance, flexibility, muscular strength and endurance). 4.4B – Give multiple examples of physical activities that meet basic requirements for each health related component. 4.5B – Recognize the principles of target heart rate. 4.6B – Describe feelings in the body that result from varying frequency, intensity, time, and type of physical activity. 4.7B – Apply FITT principle when participating in a physical activity.</p>

	<p>4.8B – Identify principles of training such as specificity, overload and progression.</p> <p>5.2A Acknowledge and apply rules to game situations to ensure personal and group safety.</p> <p>5.1B – Offer positive suggestions to facilitate group progress in physical activities.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p>5.3B – Show consideration of the rights and feelings of others when resolving a conflict.</p> <p>5.4B – Accept decisions made by the designated official and return to activity.</p> <p>6.1A – Demonstrate perseverance when challenged by a new physical activity.</p> <p>6.2A – Attempt to improve attained skill through effort and practice.</p> <p>6.3A – Identify the physical, social, and psychological benefits of participation in physical activities.</p> <p>6.1B – Participate in activities which allow students to set and achieve individual and team goals.</p> <p>6.2B – Participate in a variety of non-traditional activities of interest.</p> <p>6.4B – Work positively toward outcomes in small group setting (solve initiatives, work on a cooperative task, modify a game or an activity through group discussions).</p>
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**Quarter 3**

Units	Standards
<p>February – March</p> <p>Invasion/Physical Fitness</p>	<p>1.2A – Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading).</p> <p>1.1B – Send, receive dribble and shoot in game like practice using appropriate critical elements.</p> <p>1.4.B – Send an object to a target in game like practice using appropriate critical elements.</p> <p>2.1A – Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game like settings(when and where should I move).</p> <p>2.2A – Demonstrate basic decision making capabilities in a variety of physical activities (when and where do I execute?)</p> <p>2.1B – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non locomotor skills/movements.</p> <p>2.2B – Demonstrate and explain critical elements of specific sport skills (shooting hand under ball) and movement skills (tuck chin on chest as you roll).</p> <p>3.1A – Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations of physical activity.</p> <p>3.2A – Develop awareness of the opportunity inside and outside of school for participation in a broad range of activities that may meet personal needs and interests.</p> <p>3.3A – Develop a list of available school and community activities.</p> <p>4.1A – Perform fitness activities using appropriate principles and practices.</p> <p>4.2A – Meet criterion referenced standards for the components of health related fitness.</p> <p>4.1B – Identify areas of improvement from fitness test results and identify and develop a plan to improve</p>

	<p>areas of deficit.</p> <p>4.2B – Use various forms of technology to monitor physical activity (heart monitor, pedometer).</p> <p>5.1A – Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</p> <p>5.2A Acknowledge and apply rules to game situations to ensure personal and group safety.</p> <p>5.1B – Offer positive suggestions to facilitate group progress in physical activities.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p>5.3B – Show consideration of the rights and feelings of others when resolving a conflict.</p> <p>5.4B – Accept decisions made by the designated official and return to activity.</p> <p>6.1A – Demonstrate perseverance when challenged by a new physical activity.</p> <p>6.2A – Attempt to improve attained skill through effort and practice.</p> <p>6.4B – Work positively toward outcomes in small group setting (solve initiatives, work on a cooperative task, modify a game or an activity through group discussions).</p>
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**Quarter 4**

Units	Standards
<p>April –May/June Field Run/Score – Target Games</p>	<p>1.2A – Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading).</p> <p>1.1B – Send, receive dribble and shoot in game like practice using appropriate critical elements.</p> <p>1.4.B – Send an object to a target in game like practice using appropriate critical elements.</p> <p>2.1A – Demonstrate understanding of basic tactics related to off-the-ball movements while participating in game like settings(when and where should I move).</p> <p>2.2A – Demonstrate basic decision making capabilities in a variety of physical activities (when and where do I move).</p> <p>2.1B – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized locomotor and non locomotor skills/movements.</p> <p>2.2B – Demonstrate and explain critical elements of specific sport skills (shooting hand under ball) and movement skills (tuck chin on chest as you roll).</p> <p>3.1A – Participate in moderate to vigorous self-selected activities to meet the minimum daily expectations of physical activity.</p> <p>3.2A – Develop awareness of the opportunity inside and outside of school for participation in a broad range of activities that may meet personal needs and interests.</p> <p>3.3A – Develop a list of available school and community activities.</p> <p>5.1A – Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.</p> <p>5.2A Acknowledge and apply rules to game situations to ensure personal and group safety.</p> <p>5.1B – Offer positive suggestions to facilitate group progress in physical activities.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p>

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| <p>5.3B – Show consideration of the rights and feelings of others when resolving a conflict.</p> <p>5.4B – Accept decisions made by the designated official and return to activity.</p> <p>6.1A – Demonstrate perseverance when challenged by a new physical activity.</p> <p>6.2A – Attempt to improve attained skill through effort and practice.</p> <p>6.3A – Identify the physical, social, and psychological benefits of participation in physical activities.</p> <p>6.1B – Participate in activities which allow students to set and achieve individual and team goals.</p> <p>6.2B – Participate in a variety of non-traditional activities of interest (initiatives, cooperative games, orienteering, rollerblading).</p> <p>6.3B – Describe the role of participation in physical activities has in getting to know oneself and others.</p> <p>6.4B – Work positively toward outcomes in small group setting (solve initiatives, work on a cooperative task, modify a game or an activity through group discussions).</p> <p>6.5B – Resolve conflicts that arise with others without confrontation.</p> |
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**Wickliffe City Schools**  
Seventh Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
Target/ Invasion Games	<p>1.2A – Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (fitness track and field, martial arts) in a controlled setting.</p> <p>1.1B– Send, receive, dribble, and shoot in a game like practice using critical elements.</p> <p>1.4B – Send an object to a target in controlled practice and individual/small sided games.</p> <p>2.1A – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements.</p> <p>2.2A – Describe and explain critical elements required for the application of specific sport and movement skills in controlled settings.</p> <p>2.2B – Demonstrate understanding of basic tactics related to defending space while participating in game and sport activities (when, where and how do I move).</p> <p>2.3B – Explain similarities of skill application and movement patterns across activities (sending, receiving and movement).</p> <p>3.1A - Spend a portion of each day participating in physical activity to meet personal needs.</p> <p>3.2A – Identify community resources for physical activity to meet personal needs.</p> <p>3.3A – Participate in various physical activities that are part of the school or community.</p> <p>3.1B – Establish personal physical activity goals to meet the minimum daily expectations for physical activity.</p> <p>3.3B – Monitor physical activity to assess achievement of national daily recommendations for physical activity.</p> <p>4.3B – Understand principles of training (specificity, overload, progression).</p> <p>5.1A – Make a conscious decision about playing within the rules, procedures and etiquette of the game or activity.</p> <p>5.2A – Acknowledge and apply rules to game situations to ensure personal and group safety</p> <p>5.1B – Offer positive suggestions or constructive feedback to facilitate group progress.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p>5.3B – Resolve conflict with sensitivity to the rights and feelings of others.</p> <p>5.4B – Accept and respect decisions made by the designated official.</p> <p>6.1A – Seek personally challenging experiences in physical activity opportunities.</p> <p>6.2A – Adhere to a practice plan to become more skilled performer.</p> <p>6.3A – Investigate and participate in a variety of physical activities to develop personal interest.</p> <p>6.3B – Praise peer performance by showing appreciation of others.</p> <p>6.4B – Resolve conflicts that arise with others without confrontation.</p>
<b>Quarter 2</b>	



Units	Standards
Physical Fitness/Rhythms	<p>1.1A – Design and demonstrate a routine that includes a variety of movement patterns individually and with a partner or small group.</p> <p>1.3A – Perform basic folk/square/line dance sequences to music.</p> <p>3.2B – Organize time to meet/exceed national recommendations for physical activity at least five days during the week.</p> <p>3.3B – Monitor physical activity to assess achievement of national daily recommendations for physical activity</p> <p>4.1A – Perform fitness activities using appropriate principles and practices.</p> <p>4.2A – Meet criterion referenced standards for the components of health related fitness.</p> <p>4.1B – Evaluate results of fitness test and develop a plan to improve a fitness component.</p> <p>4.2B – Determine health related fitness activities designed to improve or maintain body composition, flexibility, cardiovascular endurance, muscular strength and endurance, both inside and outside of school.</p> <p>4.3B – Understand principles of training (specificity, overload, progression).</p> <p>4.4B – Apply FITT principle when participating in a physical activity.</p> <p>4.5B – Apply principles of target heart rate to physical activity.</p> <p>5.1B – Offer positive suggestions or constructive feedback to facilitate group progress.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p>5.3B – Resolve conflict with sensitivity to the rights and feelings of others.</p> <p>5.4B – Accept and respect decisions made by the designated official.</p> <p>6.1A – Seek personally challenging experiences in physical activity opportunities.</p> <p>6.2A – Adhere to a practice plan to become more skilled performer.</p> <p>6.3A – Investigate and participate in a variety of physical activities to develop personal interest.</p> <p>6.1B – Describe ways to use the body and movement to communicate ideas and feelings (demonstrate a rhythmic activity that conveys a particular feeling).</p> <p>6.2B – Recognize physical activity as a positive opportunity for social and group interaction.</p> <p>6.3B – Praise peer performance by showing appreciation of others.</p> <p>6.4B – Resolve conflicts that arise with others without confrontation.</p>
<b>Quarter 3</b>	
Units	Standards

<p>January – March Net/Wall Games</p>	<p>1.2B Strike an object (with hand or implement) using appropriate critical elements in controlled practice and single/small sided net/wall games.</p> <p>2.1A – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements.</p> <p>2.2A – Describe and explain critical elements required for the application of specific sport and movement skills in controlled settings.</p> <p>2.2B – Demonstrate understanding of basic tactics related to defending space while participating in game and sport activities (when, where and how do I move).</p> <p>2.3B – Explain similarities of skill application and movement patterns across activities (sending, receiving and movement).</p> <p>3.1A - Spend a portion of each day participating in physical activity to meet personal needs.</p> <p>3.2A – Identify community resources for physical activity to meet personal needs.</p> <p>3.3A – Participate in various physical activities that are part of the school or community.</p> <p>4.3B – Understand principles of training (overload, specificity, progression).</p> <p>5.1A – Make a conscious decision about playing within the rules, procedures and etiquette of the game or activity.</p> <p>5.2A – Acknowledge and apply rules to game situations to ensure personal and group safety</p> <p>5.1B – Offer positive suggestions or constructive feedback to facilitate group progress.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p>5.3B – Resolve conflict with sensitivity to the rights and feelings of others.</p> <p>5.4B – Accept and respect decisions made by the designated official.</p> <p>6.1A – Seek personally challenging experiences in physical activity opportunities.</p> <p>6.2A – Adhere to a practice plan to become more skilled performer.</p> <p>6.3A – Investigate and participate in a variety of physical activities to develop personal interest.</p> <p>6.3B – Praise peer performance by showing appreciation of others.</p> <p>6.4B – Resolve conflicts that arise with others without confrontation.</p>
<b>Quarter 4</b>	
Units	Standards

<p>April-June Field Run Score</p>	<p>1.3B – Strike and field an object (with foot, hand or implement) using appropriate critical elements in controlled practice and small-sided games.</p> <p>2.1A – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized manipulative skills and movements.</p> <p>2.2A – Describe and explain critical elements required for the application of specific sport and movement skills in controlled.</p> <p>3.3B – Monitor physical activity to assess achievement of national daily recommendations for physical activity</p> <p>4.3B – Understand principles of training (overload, specificity, progression).</p> <p>5.1A – Make a conscious decision about playing within the rules, procedures and etiquette of the game or activity.</p> <p>5.2A – Acknowledge and apply rules to game situations to ensure personal and group safety</p> <p>5.1B – Offer positive suggestions or constructive feedback to facilitate group progress.</p> <p>5.2B – Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.</p> <p>5.3B – Resolve conflict with sensitivity to the rights and feelings of others.</p> <p>5.4B – Accept and respect decisions made by the designated official.</p> <p>6.1A – Seek personally challenging experiences in physical activity opportunities.</p> <p>6.2A – Adhere to a practice plan to become more skilled performer.</p> <p>6.3A – Investigate and participate in a variety of physical activities to develop personal interest.</p> <p>6.3B – Praise peer performance by showing appreciation of others.</p> <p>6.4B – Resolve conflicts that arise with others without confrontation.</p>
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**Wickliffe City Schools**  
Eighth Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
Target and Invasion Games	<p>1.2A – Demonstrate critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (fitness, track and field, martial arts.)</p> <p>1.1B – Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game related outcomes.</p> <p>1.4B – Send an object to a target in controlled practice and apply these skills to target games to achieve successful game related outcomes.</p> <p>2.1A – Demonstrate developing understanding of tactics related to decision making (shoot, pas, dribble hierarchy) in game and sport activities.</p> <p>2.2A – Demonstrate developing understanding of tactics related to creating space (moving opponents and/or activities).</p> <p>2.1B – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non locomotor and manipulative) skills and movement.</p> <p>2.2B – Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (games).</p> <p>2.3B – Detect and correct errors in personal performance based on knowledge of results (analysis of contact and release) Point.</p> <p>2.4B – Detect and correct errors based on knowledge of result and biomechanical principles (analysis of contact and release point in sport skill execution).</p> <p>3.1B – Set realistic goals utilizing assessment tools (log, pedometer, heart rate monitor)</p> <p>3.2B – Develop a time management schedule that emphasizes physical activity and active recreational activities.</p> <p>5.1A – Work cooperatively with peers of differing skill to promote a safe school environment.</p> <p>5.2A – Recognize caused and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.</p> <p>5.1B – Provide support or positive suggestion to facilitate group progress or success.</p> <p>5.2B – Demonstrate and encourage respect for individual similarities and differences through positive interaction.</p> <p>5.3B – Resolve conflict with sensitivity to the rights and feelings of others.</p> <p>5.4B – Accept and respect decisions made by the designated official.</p> <p>6.1A – Assess personal ability and practice to become a more skilled performer.</p> <p>6.2A – Determine appropriate level of challenge for own ability and select tasks to maximize performance.</p>

	6.3A – Participate regularly in physical activities of personal interest and enjoyment. 6.4A – Encourage others to participate in physical activities that one finds enjoyable.
<b>Quarter 2</b>	
Units	Standards
	Standards
Physical Fitness/Rhythms/Dance	1.1A – Design and demonstrate a routine that combines complex movement patterns (traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group. 1.3A – Perform a variety of simple dance sequences individually and with a partner or small group. 2.3B – Detect and correct errors in personal performance based on knowledge of results (analysis of contact and release point). 2.4B – Detect and correct errors based on knowledge of result and biomechanical principles (analysis of contact and release point in sport skill execution). 3.1B – Set realistic goals utilizing assessment tools (log, pedometer, heart rate monitor) 3.2B – Develop a time management schedule that emphasizes physical activity and active recreational activities. 5.1A – Work cooperatively with peers of differing skill to promote a safe school environment. 5.2A – Recognize caused and demonstrate possible solutions to issues related to a safe school environment and physical activity setting. 5.1B – Provide support or positive suggestion to facilitate group progress or success. 5.2B – Demonstrate and encourage respect for individual similarities and differences through positive interaction. 5.3B – Resolve conflict with sensitivity to the rights and feelings of others. 5.4B – Accept and respect decisions made by the designated official. 6.1A – Assess personal ability and practice to become a more skilled performer. 6.2A – Determine appropriate level of challenge for own ability and select tasks to maximize performance. 6.3A – Participate regularly in physical activities of personal interest and enjoyment. 6.4A – Encourage others to participate in physical activities that one finds enjoyable.
<b>Quarter 3</b>	
Units	Standards

<p>February – March Net Wall Games</p>	<p>1.2B – Strike an object (with hand or implement) in game like practice using appropriate critical elements.  1.3B – Strike and field an object (with foot, hand or implement) in controlled like practice and apply these skills /fielding games to achieve success.  1.4B – Send an object to a target in controlled practice and apply this skill to target games to achieve successful game related outcomes.  2.1A – Demonstrate developing understanding of tactics related to decision making (shoot, pas, dribble hierarchy) in game and sport activities.  2.2A – Demonstrate developing understanding of tactics related to creating space (moving opponents and/or activities).  2.1B – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non locomotor and manipulative) skills and movement.  2.2B – Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (games).  2.3B – Detect and correct errors in personal performance based on knowledge of results ( analysis of contact and release point).  2.4B – Detect and correct errors based on knowledge of result and biomechanical principles (analysis of contact skill execution).  3.1B – Set realistic goals utilizing assessment tools (log, pedometer, heart rate monitor)  3.2B – Develop a time management schedule that emphasizes physical activity and active recreational activities.  5.1A – Work cooperatively with peers of differing skill to promote a safe school environment.  5.2A – Recognize caused and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.  5.1B – Provide support or positive suggestion to facilitate group progress or success.  5.2B – Demonstrate and encourage respect for individual similarities and differences through positive interaction.  5.3B – Resolve conflict with sensitivity to the rights and feelings of others.  5.4B – Accept and respect decisions made by the designated official.  6.1A – Assess personal ability and practice to become a more skilled performer.  6.2A – Determine appropriate level of challenge for own ability and select tasks to maximize performance.  6.3A – Participate regularly in physical activities of personal interest and enjoyment.  6.4A – Encourage others to participate in physical activities that one finds enjoyable.</p>
<b>Quarter 4</b>	
Units	Standards

Field Run Score Games	<p>1.3B – Strike and field an object (with foot, hand or implement) in controlled like practice and apply these skills /fielding games to achieve success.</p> <p>2.1A – Demonstrate developing understanding of tactics related to decision making (shoot, pass, dribble hierarchy) in game and sport activities.</p> <p>2.2A – Demonstrate developing understanding of tactics related to creating space (moving opponents and/or activities).</p> <p>2.1B – Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non locomotor and manipulative) skills and movement.</p> <p>2.2B – Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (games).</p> <p>2.3B – Detect and correct errors in personal performance based on knowledge of results ( analysis of contact and release point).</p> <p>2.4B – Detect and correct errors based on knowledge of result and biomechanical principles (analysis of contact and release point in sport skill).</p> <p>5.1A – Work cooperatively with peers of differing skill to promote a safe school environment.</p> <p>5.2A – Recognize caused and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.</p> <p>5.1B – Provide support or positive suggestion to facilitate group progress or success.</p> <p>5.2B – Demonstrate and encourage respect for individual similarities and differences through positive interaction.</p> <p>5.3B – Resolve conflict with sensitivity to the rights and feelings of others.</p> <p>5.4B – Accept and respect decisions made by the designated official.</p> <p>6.1A – Assess personal ability and practice to become a more skilled performer.</p> <p>6.2A – Determine appropriate level of challenge for own ability and select tasks to maximize performance.</p> <p>6.3A – Participate regularly in physical activities of personal interest and enjoyment.</p> <p>6.4A – Encourage others to participate in physical activities that one finds enjoyable.</p>
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**Wickliffe City Schools**  
Ninth Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
Target and Invasion Games	<p>1.1B – Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small sided and or full sided invasion games (soccer, basketball, hockey, team handball, rugby, and lacrosse).</p> <p>1.4B – Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (golf, archery, bowling, shuffleboard, croquet, bocce, baggo).</p> <p>2.1A – Describe and apply tactics to participate successfully in games across multiple categories of movement forms.</p> <p>2.2A – Describe effective strategies for successful performance in multiple categories of movement forms.</p> <p>2.3A – Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.</p> <p>5.1A – Contribute to the development and maintenance of rules that provide for safe participation in physical activity.</p> <p>5.2A – Exhibit appropriate etiquette in a variety of cooperative and competitive physical settings.</p> <p>5.1B – Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive Physical activities.</p> <p>5.2B – Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</p> <p>5.3B – Encourage appropriate etiquette and socially responsible behavior or participants and audience.</p> <p>5.4B – Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</p> <p>6.1A – Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</p> <p>6.2A – Reflect on motivations and goals that determine physical activity participation.</p> <p>6.3A – Appreciate enjoyment, satisfaction and benefits of regular physical activity.</p> <p>6.4A – Participate in activities that provide enjoyment and challenge.</p> <p>6.1B – Describe participation factors that contribute to enjoyment and self- expression.</p> <p>6.2B – Participate in physical activities that allow for self expression and enjoyment.</p> <p>6.3B – Understand that a physical activity provides an opportunity for positive social interaction.</p>
<b>Quarter 2</b>	
Units	Standards



Physical Fitness/Rhythms	<p>1.1A – Design and demonstrate a routine that combines complex movement patterns (traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group in a performance setting.</p> <p>1.2A – Demonstrate consistency in performing specialized skills in health related fitness activities resistance, training, Yoga, kickboxing, fitness walking).</p> <p>1.3A – Demonstrate consistency in performing specialized skills in a variety of movement forms (aquatic, outdoor/recreational activities, and track and field).</p> <p>1.4A – Perform a variety of complex dance routines in small and large groups.</p> <p>3.1A – Participate in moderate to vigorous physical activities.</p> <p>3.2A – Participate in a variety of physical activities outside of school (exergaming, rock climbing, dance, martial arts) for maintaining or enhancing a healthy, active, lifestyle.</p> <p>3.1B – Evaluate personal needs and set realistic goals for improving physical activity participation.</p> <p>3.2B - Develop schedule that accommodates participation in a variety of moderate to vigorous physical activity most days of the week.</p> <p>3.3B – Monitor physical activity and intensity levels using technology (pedometer, heart rate monitor and or physical activity log).</p> <p>3.4B – Document participation in a variety of physical activities for one month.</p> <p>4.1A – Perform fitness activities using appropriate principles and practices.</p> <p>4.2A – Meet criterion referenced standards for the components of health related fitness.</p> <p>4.1B – Evaluate a fitness self-assessment and develop and implement a one month personal physical fitness plan.</p> <p>4.2B – Demonstrate and report on the components of health related fitness within a personal physical activity program.</p> <p>4.3B – Construct a timeline for improvement to accompany personal fitness plan.</p> <p>4.4B – Define and determine target training zone and apply it to fitness and physical activity.</p> <p>4.5B – Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.</p> <p>6.1A – Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</p> <p>6.2A – Reflect on motivations and goals that determine physical activity participation.</p> <p>6.3A – Appreciate enjoyment, satisfaction and benefits of regular physical activity.</p> <p>6.4A – Participate in activities that provide enjoyment and challenge.</p> <p>6.1B – Describe participation factors that contribute to enjoyment and self- expression.</p> <p>6.2B – Participate in physical activities that allow for self expression and enjoyment.</p> <p>6.3B – Understand that a physical activity provides an opportunity for positive social interaction.</p>
<b>Quarter 3</b>	
Units	Standards

<p>February – March Net Wall Games</p>	<p>1.2B – Demonstrate competent skill performance by scoring and defending scoring in small-sided and or full sided net wall games (badminton, volleyball, tennis, racquetball, pickleball, squash).  2.1A – Describe and apply tactics to participate successfully in games across multiple categories of movement  2.2A – Describe effective strategies for successful performance in multiple categories of movement forms.  2.3A – Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.  5.1A – Contribute to the development and maintenance of rules that provide for safe participation in physical activity.  5.2A – Exhibit appropriate etiquette in a variety of cooperative and competitive physical settings.  5.1B – Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive Physical activities.  5.2B – Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.  5.3B – Encourage appropriate etiquette and socially responsible behavior or participants and audience.  5.4B – Accept decisions made by the designated official and respond to winning or losing with dignity and respect.  6.1A – Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.  6.2A – Reflect on motivations and goals that determine physical activity participation.  6.3A – Appreciate enjoyment, satisfaction and benefits of regular physical activity.  6.4A – Participate in activities that provide enjoyment and challenge.  6.1B – Describe participation factors that contribute to enjoyment and self- expression.  6.2B – Participate in physical activities that allow for self expression and enjoyment.  6.3B – Understand that a physical activity provides an opportunity for positive social interaction.</p>
<p><b>Quarter 4</b></p>	
<p>Units</p>	<p>Standards</p>

<p>April- June Field Run Score</p>	<p>1.3B – Demonstrate competent skill performance by scoring (base running, batting), and defending scoring (pitching, bowling, fielding) in small sided and or full sided striking and fielding games.</p> <p>2.1A – Describe and apply tactics to participate successfully in games across multiple categories of movement</p> <p>2.2A – Describe effective strategies for successful performance in multiple categories of movement forms.</p> <p>2.3A – Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.</p> <p>5.1A – Contribute to the development and maintenance of rules that provide for safe participation in physical activity.</p> <p>5.2A – Exhibit appropriate etiquette in a variety of cooperative and competitive physical settings.</p> <p>5.1B – Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.</p> <p>5.2B – Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</p> <p>5.3B – Encourage appropriate etiquette and socially responsible behavior or participants and audience.</p> <p>5.4B – Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</p> <p>6.1A – Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</p> <p>6.2A – Reflect on motivations and goals that determine physical activity participation.</p> <p>6.3A – Appreciate enjoyment, satisfaction and benefits of regular physical activity.</p> <p>6.4A – Participate in activities that provide enjoyment and challenge.</p> <p>6.1B – Describe participation factors that contribute to enjoyment and self- expression.</p> <p>6.2B – Participate in physical activities that allow for self expression and enjoyment.</p> <p>6.3B – Understand that a physical activity provides an opportunity for positive social interaction.</p>
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**Wickliffe City Schools**  
Tenth Grade Physical Education Pacing Guide

<b>Quarter 1</b>	
Units	Standards
Target and Invasion Games	<p>1.1B – Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.</p> <p>1.4B – Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.</p> <p>2.1A – Describe and apply tactics to participate successfully in games across multiple categories of movement forms.</p> <p>2.2A – Describe effective strategies for successful performance in multiple categories of movement forms.</p> <p>2.3A – Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.</p> <p>2.1B – Apply critical elements and biomechanical principles (stability, rotation, linear and angular motion) to perform increasingly complex movement forms.</p> <p>2.2B – Analyze and evaluate performance of self and other s across multiple forms or movement.</p> <p>2.3B – Use information from a variety of sources to design a plan to improve performance.</p> <p>3.3A – Research and visit at least two different available physical activity and or recreational opportunities in state or region.</p> <p>5.1A – Contribute to the development and maintenance of rules that provide for safe participation in physical activity.</p> <p>5.2A – Encourage other to apply appropriate etiquette in a variety of authentic physical activity settings.</p> <p>5.3A – Recognize unsafe conditions in practice or play and take steps to correct them.</p> <p>5.1B – Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive games.\</p> <p>5.2B – Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.</p> <p>5.3B – Encourage appropriate etiquette and socially responsible behavior of participants and audience.</p> <p>5.4B – Accept decisions made by the designated official and respond to winning or losing with dignity and respect.</p> <p>6.1A – Reflect on motivations and goals that determine physical activity participation.</p> <p>6.2A – choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.</p> <p>6.3A – Participate in activities that provide enjoyment and challenge.</p> <p>6.1B – Reflect on goals and needs related to lifetime participation in physical activity.</p> <p>6.2B – Actively pursue goals and needs related to lifetime participation in physical activity.</p>

6.3B – Select and pursue physical activities that provide opportunities for self expression and enjoyment.  
 6.4B – Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.

**Quarter 2**

Units	Standards
December- January Physical Fitness/ Rhythms	<p>1.1A – Demonstrate competent performance of specialized skills in health related fitness activities (resistance training, yoga, kickboxing, fitness walking).            1.2A – Demonstrate competent performance of specialized skills in select movement forms (aquatics, outdoor activities, track and field, gymnastics).            1.3A – Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (hip hop, line dancing, aerobic, square, jazz, modern, ballet and interpretive.).            3.1A – Participate in self directed physical activity and keep logs of factors that influence ability to participate (time, cost, facilities, equipment required, personnel involved).            3.2A – Research and report on local, state, and national resources for participation in physical activity outside of physical education class.            3.3A – Analyze and compare health and fitness benefits for participation in physical activity at two or more local, state, or national resources.            3.4A – Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability.            3.1B – Participate in one or more local, state, national or international fitness or recreational resources.            3.2B- Participate in self-directed physical activity and keep logs of factors that influence ability to participate (time, cost, facilities used, equipment required, personnel involved).            3.3B – Research and visit at least two different available physical activity and or recreational opportunities in the state or region.            3.4B – Analyze and compare health and fitness benefits for participation in physical activity at two or more of the physical activity and or recreational opportunities in the state or region that were visited.            3.5B – Analyze and compare at least two physical activity resources for participation, focusing on personal needs/interests, access and affordability (exergames, media).            4.1A – Perform fitness activities using appropriate principles and practices.            4.2A – Meet criterion referenced standards for the components of health related fitness.            4.1B- Use technology (heart rate monitors, stopwatch, fitness software) to determine appropriate levels of intensity and progressively adjust level of intensity as fitness level improves.            4.2B – Document participation in physical activity in addition to P.E. class to achieve personal goals.            5.1A – Contribute to the development and maintenance of rules that provide for safe participation in physical activity.            5.2A – Encourage other to apply appropriate etiquette in a variety of authentic physical activity settings.            6.1B – Reflect on goals and needs related to lifetime participation in physical activity.</p>

6.2B – Actively pursue goals and needs related to lifetime participation in physical activity.

**Quarter 3**

**Units**

**Standards**

February – March  
Net Wall Games

- 1.1B – Demonstrate competent performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.
- 1.2B – Demonstrate competent performance of basic and advanced skills by scoring in netwall games within authentic settings.
- 1.4B – Demonstrate competent performance of basic and advanced skills by scoring and preventing scoring in target game within authentic settings.
- 2.1A – Describe and apply tactics to participate successfully in games across multiple categories of movement forms.
- 2.2A – Describe effective strategies for successful performance in multiple categories of movement forms.
- 2.3A – Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.
- 2.1B – Apply critical elements and biomechanical principles (stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
- 2.2B – Analyze and evaluate performance of self and other s across multiple forms or movement.
- 2.3B – Use information from a variety of sources to design a plan to improve performance.
- 3.3A – Research and visit at least two different available physical activity and or recreational opportunities in state or region.
- 5.1A – Contribute to the development and maintenance of rules that provide for safe participation in physical activity.
- 5.2A – Encourage other to apply appropriate etiquette in a variety of authentic physical activity settings.
- 5.3A – Recognize unsafe conditions in practice or play and take steps to correct them.
- 5.1B – Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive games.
- 5.2B – Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.
- 5.3B – Encourage appropriate etiquette and socially responsible behavior of participants and audience.
- 5.4B – Accept decisions made by the designated official and respond to winning or losing with dignity and respect.
- 6.1A – Reflect on motivations and goals that determine physical activity participation.
- 6.2A – choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.
- 6.3A – Participate in activities that provide enjoyment and challenge.
- 6.1B – Reflect on goals and needs related to lifetime participation in physical activity.

6.2B – Actively pursue goals and needs related to lifetime participation in physical activity.  
 6.3B – Select and pursue physical activities that provide opportunities for self expression and enjoyment.  
 6.4B – Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.

**Quarter 4**

Units	Standards
<p>April – June Field Run Score</p>	<p>2.1A – Describe and apply tactics to participate successfully in games across multiple categories of movement forms.            2.2A – Describe effective strategies for successful performance in multiple categories of movement forms.            2.3A – Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms.            2.1B – Apply critical elements and biomechanical principles (stability, rotation, linear and angular motion) to perform increasingly complex movement forms.            2.2B – Analyze and evaluate performance of self and other s across multiple forms or movement.            2.3B – Use information from a variety of sources to design a plan to improve performance.            3.3A – Research and visit at least two different available physical activity and or recreational opportunities in state or region.            5.1A – Contribute to the development and maintenance of rules that provide for safe participation in physical activity.            5.2A – Encourage other to apply appropriate etiquette in a variety of authentic physical activity settings.            5.3A – Recognize unsafe conditions in practice or play and take steps to correct them.            5.1B – Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive games.            5.2B – Modify group activities or game expectations to accommodate individuals with lesser or greater skills or special needs.            5.3B – Encourage appropriate etiquette and socially responsible behavior of participants and audience.            5.4B – Accept decisions made by the designated official and respond to winning or losing with dignity and respect.            6.1A – Reflect on motivations and goals that determine physical activity participation.            6.2A – choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.            6.3A – Participate in activities that provide enjoyment and challenge.            6.1B – Reflect on goals and needs related to lifetime participation in physical activity.            6.2B – Actively pursue goals and needs related to lifetime participation in physical activity.            6.3B – Select and pursue physical activities that provide opportunities for self expression and enjoyment.            6.4B – Recognize and participate in physical activities that provide a positive social atmosphere for interaction with others.</p>

**Wickliffe City Schools**  
Health Pacing Guide

<b>Quarter 1</b>	
Unit	Standards
Health and Wellness	Standard 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Communication	Standard 2 – Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Social Skills	Standard 3 – Students will demonstrate to ability to access valid information and products and services to enhance health.
Physical Activity	Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and Avoid or reduce health risks.
Nutrition	Standard 5 - Students will demonstrate the ability to use decision making skills to enhance health.
Mental Health	Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.
	Standard 7 – Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.
	Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.
	Standard 2, Standard 7, Standard 8
	Standard 4
	Standard 5, Standard 6
	Standard 1, Standard 2, Standard 3, Standard 7, Standard 8
	Standard 1, Standard 2, Standard 3, Standard 7, Standard 8
	Standard 1, Standard 2, Standard 7, Standard 8
<b>Quarter 1</b>	
Unit	Standards
Mental Disorders/Suicide	Standard 1, Standard 2, Standard 4, Standard 7, Standard 8
Stress	Standard 1, Standard 2, Standard 4, Standard 7, Standard 8
Alcohol, Tobacco, Other Drugs	Standard 1, Standard 2, Standard 7, Standard 8
Relationships	Standard 1, Standard 2, Standard 4, Standard 7, Standard 8
Sexually Transmitted Infections	Standard 1, Standard 2, Standard 7, Standard 8



February, 2014