

# Ohio 2 Physical Education

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                       |
|------------------|-----------------------------------------------------------------------|
| State            | Ohio                                                                  |
| Grade            | 2 (Elementary)                                                        |
| Subject          | Physical Education                                                    |
| Course category  | Required / State or Local                                             |
| Standards family | Physical Education                                                    |
| Framework        | Ohio's Learning Standards for Physical Education (K-12, October 2025) |
| Issuing agency   | Ohio Department of Education and Workforce                            |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units             |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Throwing With Hand-Foot Opposition

### Unit 3: Sending and Receiving · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why does the opposite foot step forward when I throw?                                                                   |
| Standards          | <b>Throwing With Hand-Foot Opposition</b> -> 4.2.5, 4.2.6, 4.2.7, 4.2.1 — 4 standards; full text in the standards table |
| Learning target    | "I can throw underhand and overhand with the opposite foot forward."                                                    |
| Local dates        | _____ (enter your school dates)                                                                                         |

### Measurable objectives

- Students will throw underhand and overhand, demonstrating correct form with hand/foot opposition.
- Students will step with the opposite foot when throwing.

### Success criteria (student-friendly)

- "I step with the opposite foot."
- "I throw underhand with form."
- "I throw overhand with form."

### Academic vocabulary

underhand, overhand, opposition, step, release

### Materials and technology

- Soft throwing objects
- Targets
- Floor markers for foot position
- Cue cards
- Observation sheets

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Observation: child throws with correct hand/foot opposition.

**Family communication**

Ask your child which foot steps forward when they throw.

## Day 41 — Underhand Throwing

Week 9, Day 1 · Unit 3 · Standards: 4.2.5, 4.2.6, 4.2.7, 4.2.1

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Underhand pattern.                                                   |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: throwing. Teach: swing low, release forward. Try: guided practice. Apply: children throw. Reflect: form over distance.

### Check for understanding

Student throws underhand with a smooth swing.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Stepping With the Opposite Foot

Week 9, Day 2 · Unit 3 · Standards: 4.2.5, 4.2.6, 4.2.7, 4.2.1

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Opposition.                                                          |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: underhand. Teach: opposite foot steps forward. Try: marked foot positions. Apply: children step and throw. Reflect: why it helps.

### Check for understanding

Student steps with the opposite foot when throwing.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Overhand Throwing

Week 9, Day 3 · Unit 3 · Standards: 4.2.5, 4.2.6, 4.2.7, 4.2.1

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Overhand pattern.                                                    |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: opposition. Teach: hand above shoulder, elbow leads. Try: guided practice. Apply: children throw. Reflect: form checked.

### Check for understanding

Student throws overhand with correct arm action.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Turning the Body

Week 9, Day 4 · Unit 3 · Standards: 4.2.5, 4.2.6, 4.2.7, 4.2.1

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Trunk rotation.                                                      |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: overhand. Teach: side-on then rotate. Try: guided practice. Apply: children apply. Reflect: power from rotation noticed.

### Check for understanding

Student rotates the trunk when throwing overhand.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Throwing at a Target

Week 9, Day 5 · Unit 3 · Standards: 4.2.5, 4.2.6, 4.2.7, 4.2.1

|                   |                                                                      |
|-------------------|----------------------------------------------------------------------|
| Focus             | Week 9 consolidation.                                                |
| Learning target   | "I can throw underhand and overhand with the opposite foot forward." |
| Vocabulary in use | underhand, overhand, opposition                                      |
| Local date        | _____                                                                |

### Learning sequence

Connect: our form. Teach: accuracy with form intact. Try: target practice. Apply: children throw. Reflect: form assessed, not just hits.

### Check for understanding

Student throws at a target while maintaining correct form.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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## Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for Physical Education (K-12, October 2025). Ohio updated its physical education standards in 2025 by aligning them to the SHAPE America National Physical Education Standards (2024), used under licence from SHAPE America. Codes are standard.grade.indicator. Ohio writes per-grade performance indicators for K-2 and 3-5 but codes the 6-8 band at grade 8 and the 9-12 band at grade 12, so grades 6 and 7 cite the 6-8 band and grades 9, 10 and 11 cite the 9-12 band. Scope: grade 2. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Physical-and-Health-Education/Academic-Content-Standards-and-Evaluation-Instrume>