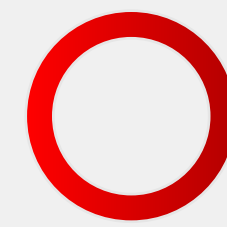




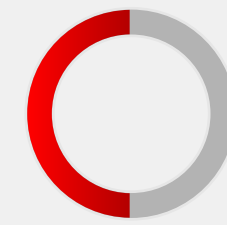
CURRICULUM MAPPING PLAYBOOK FOR PHYSICAL EDUCATION



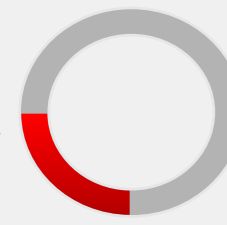
ADVANCED



INTERMEDIATE



BEGINNER



A Comprehensive Guide to Planning
a Vertically Aligned Phys Ed Curriculum



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GOAL OF THIS PLAYBOOK

The landscape of Physical Education has evolved significantly over the last decade and it is critical that PE teachers adapt accordingly. In order to move the profession forward and cater to the needs of a new generation of students, we must constantly assess our curriculum and explore new pedagogies, curricula, and technology.

The purpose of this playbook is to assist PE teachers in exploring standards-based curriculum design that emphasizes a student-centered learning environment. This entails teaching fundamental prerequisites and implementing an elective model that enhances student participation by offering a more comprehensive range of choices.

PLANNING PHASE

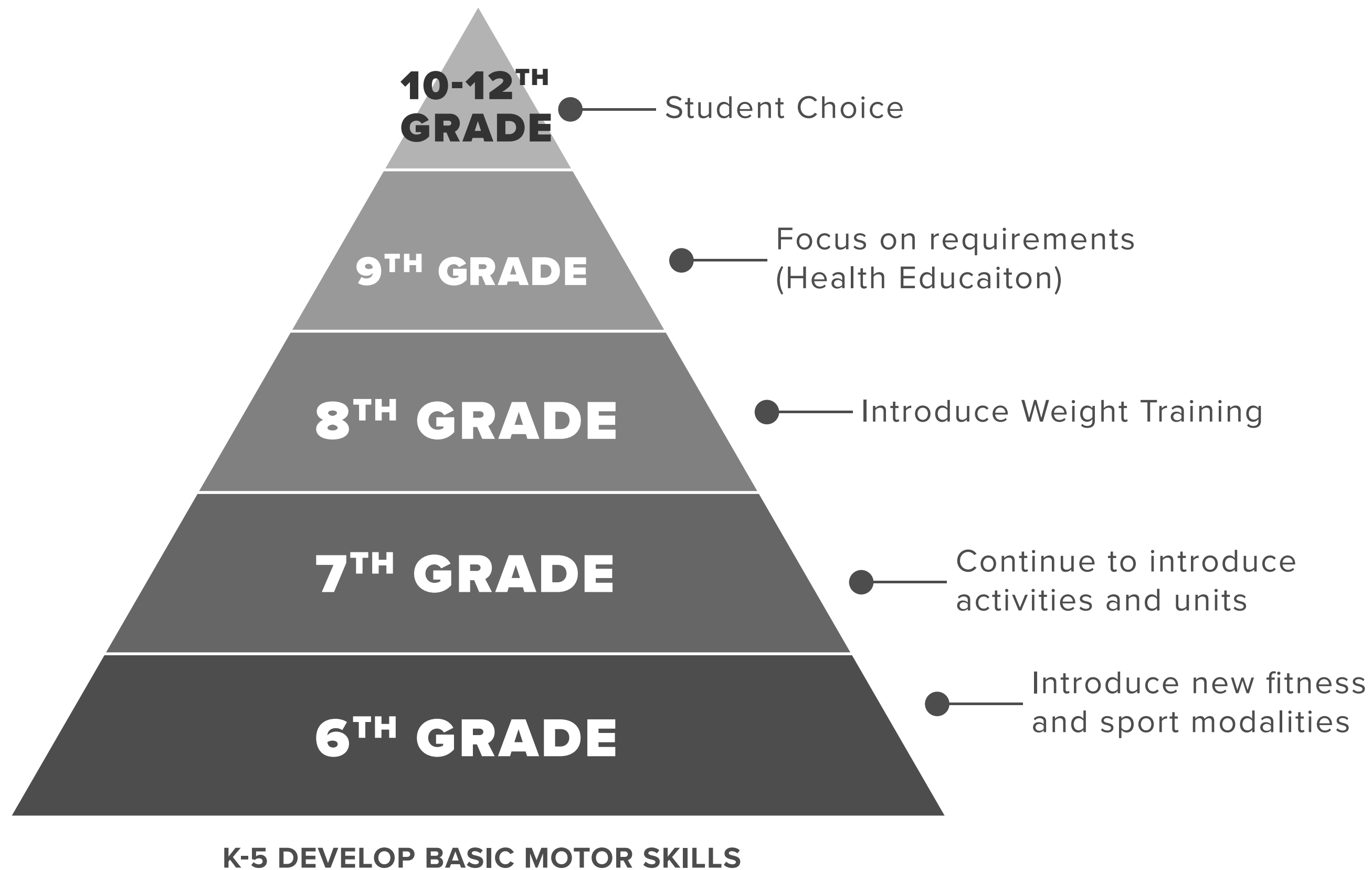
Backward design with the goal in mind.

When starting a curriculum plan, the "Understanding by Design" framework, created by Grant Wiggins and Jay McTighe, is a great place to start. It is a tool for educational planning focused on teaching for understanding, using "backward design" - the practice of looking at desired outcomes in order to design performance assessments, curriculum units, and classroom instruction.

When using this framework to create a vertically integrated PE Curriculum, that means starting with your upper level high school students. Surveying these students to understand the types of classes they want to take as electives will help inform your curriculum choices in earlier grades.

In a recent national survey, the two most requested classes were weight training and Yoga. Also popular were alternative Lifetime Fitness courses like HITT Bootcamps, Dance, and Boxing, along with Recreational Activities like Spikeball, Pickleball, and Kan-Jam.

We will use this as our sample framework moving forward in this document, but the practice of matching curriculum to survey responses can be adapted across units.

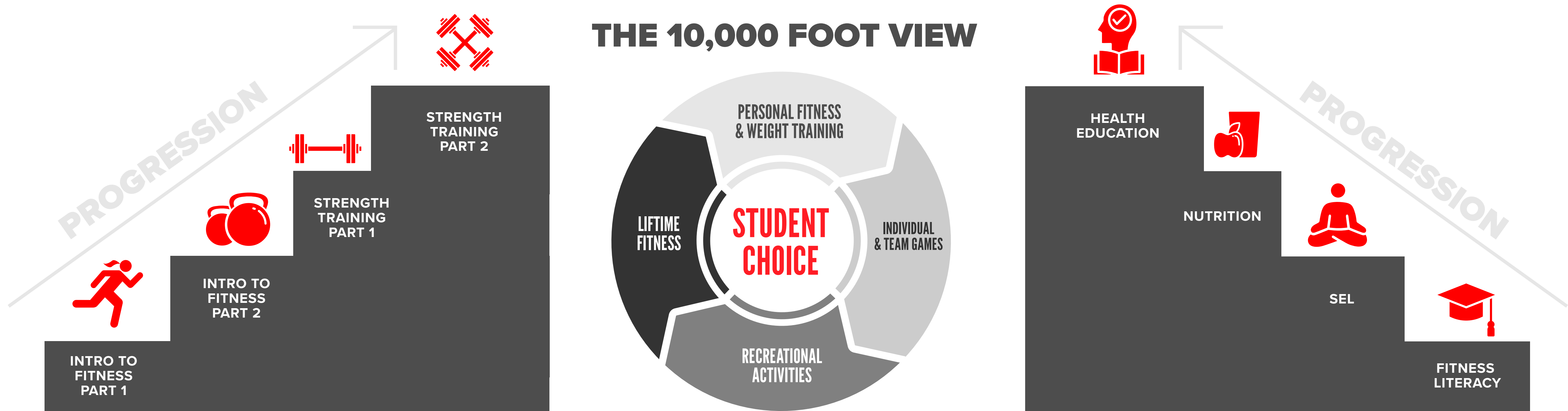


“I want students to see the positive connections to physical education. Not only are there physical benefits, but mental, emotional, and social. If we can help students find something they enjoy doing, they will be more likely to reap the long-term benefits of lifetime fitness.”

– **JODI REARDON**, 2021 PENNSYLVANIA PE TEACHER OF THE YEAR

VERTICALLY ALIGNED SECONDARY PE MODEL

Vertically aligning Physical Education means that no building, class, or teacher operates in a silo. Instead, everything that is done within PE at each grade-level fits in as one piece in a larger puzzle. By aligning scope and sequence across the middle and high school, we can avoid unwanted repetition, ensure full standard alignment, and create a more student-centric approach.



Create a Common Foundation of Motor Skills in Middle School

Create a Student-Centered Learning Environment at the High School with engaging Electives

Address important Health and Wellness Concepts throughout their time in PE



FACTOR IN STANDARDS & DESIRED STUDENT OUTCOMES

Once we know what type of elective students want at the high school level, we can begin to lay the ground work for preparing kids with the required cognitive and physical know-how to pursue these elective courses. This means beginning to plan from the middle school level, with the high school courses in mind.

NATIONAL STANDARDS & DESIRED STUDENT OUTCOMES

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Desired Outcome: Students become proficient in the basic human movements: *Squat, hip hinge, lunge, press, pull, walk/run*

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance

Desired Outcome: Students progress their motor skills and movement patterns, and apply them in a recreational setting

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Desired Outcome: Students understand the basics of nutrition and healthy eating, while mastering the foundational movements

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others

Desired Outcome: Students learn to work well with others by operating in group based activity

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Desired Outcome: Student survey responses indicate favorable feelings toward exercise and activity, and the ability to identify their favorites

A close-up photograph of two hands holding a tablet computer. The image is heavily overlaid with a red color, creating a monochromatic effect. The hands are positioned as if presenting or reviewing the device. The background is blurred, suggesting an indoor setting with other people.

GRADE BASED CURRICULUM MAPS

MIDDLE SCHOOL CURRICULUM TEMPLATE – 6TH GRADE

MAT FITNESS

Learning Domain: Psychomotor, Affective
Lessons: Yoga, Pilates, Stretching
Total Classes: 12-24
Lesson Length: 30-45 Minutes
Standards: 1, 2, 3, 4, 5

Outcome: Understand the foundational movements of each type of practice, and the associated physiological demands of each
Assessment:
 • Formative Performance assessments in the movement points of performance
 • Exit Surveys

REC GAMES

Learning Domain: Psychomotor, Cognitive
Lessons: Spikeball, Nitroall, Kan-Jam, etc.
Total Classes: TBD
Lesson Length: 30-45 Minutes
Standards: 1, 2, 3, 4, 5

Outcome: Apply understanding of motor skills and human movement, while demonstrating positive social behavior
Assessment:
 • Quizzes on rules, history of the game
 • Formative observations throughout

SUPPLEMENTAL COURSES

With extra classes, you can either launch new Game and Sports courses, or to further cement their understanding of the foundational human movements, work in important Cognitive based classes like Fitness Literacy.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

EXAMPLE
MEETING EVERYDAY

INTRO TO YOGA

GAME/SPORTS

INTRO TO PILATES

GAME/SPORTS

INTRO TO STRETCHING

EXAMPLE
**BLOCK SCHEDULE
 3/2 SPLIT**

MONDAY

WEDNESDAY

FRIDAY

TUESDAY

THURSDAY

INTRO TO YOGA
 GAME/SPORT

INTRO TO PILATES
 GAME/SPORTS

INTRO TO STRETCHING
 GAME/SPORT

INTRO TO YOGA
 GAME/SPORTS

INTRO TO PILATES
 GAME/SPORTS

SAMPLE LIFETIME FITNESS LESSON: PILATES

LESSON 1

CONTROL

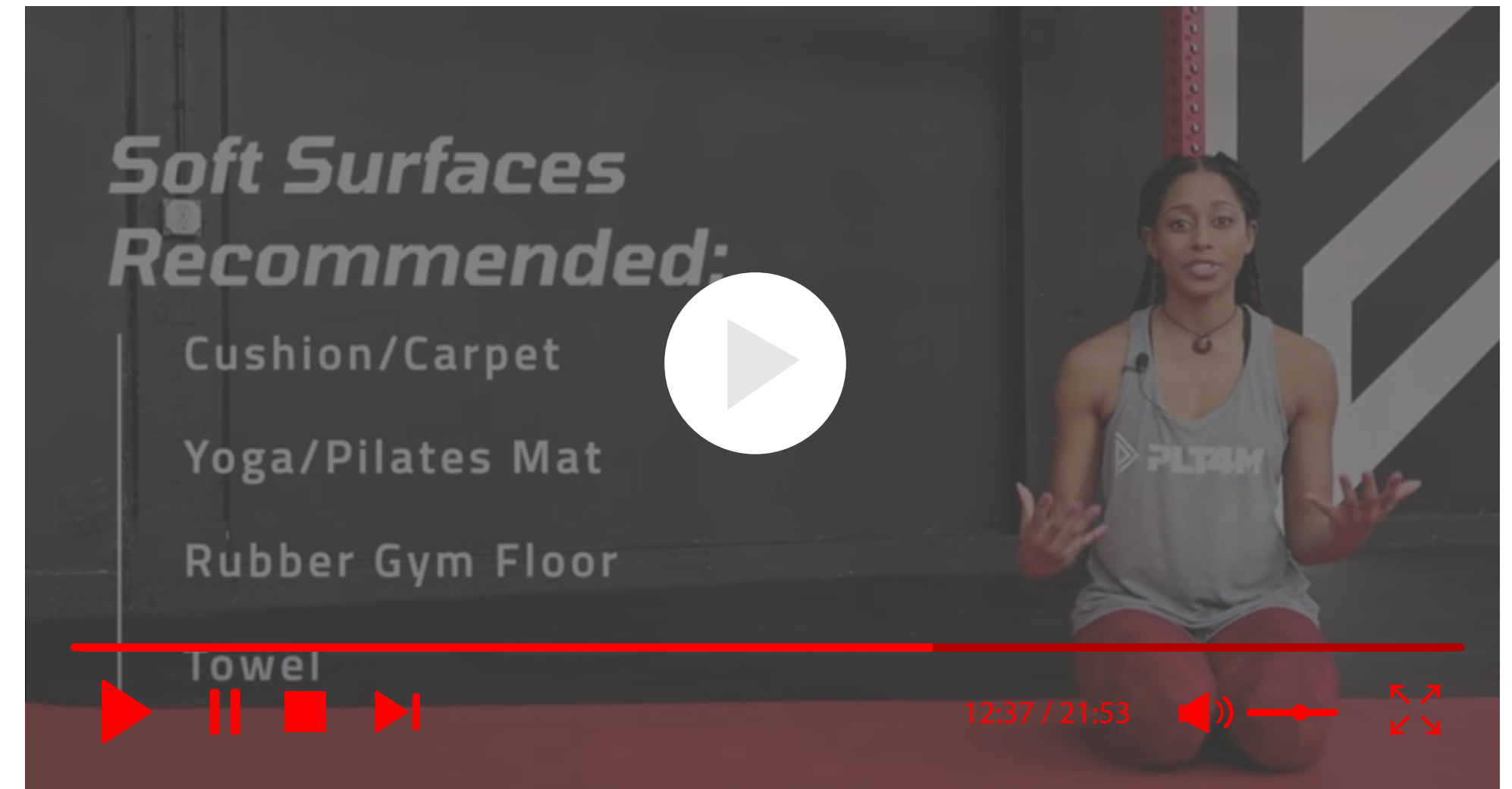
Welcome to your first PLT4M pilates lesson. Pilates is a low-impact form of exercise that focuses on control while enhancing balance, and flexibility. It provides an excellent challenge to all major muscle groups with a special emphasis on our core!

The core is the powerhouse of our body and you will hear Britney talk about using your powerhouse throughout today's class. We focus on the core because it helps improve all other movements and exercises.

The focus of today's class is control. We want to be sure we are controlling our body as we move through space and are being deliberate without movement.

IN TODAY'S CLASS, THE PILATES EXERCISES INCLUDE:

- | | |
|-------------------------|----------------------|
| 1). Hundreds | 5). Single Leg Pulls |
| 2). Roll Backs | 6). Star Stretch |
| 3). Single Leg Circles | 7). Forward Fold |
| 4). Rolling Like a Ball | 8). Seal |



“ ”

WHAT HAS MADE PLT4M SO GREAT IS THAT THEY TAKE FEEDBACK FROM US AS TEACHERS AND ADD NEW RESOURCES. FOR EXAMPLE THE NEW PROGRAMS LIKE PILATES ARE EXACTLY WHAT I WAS LOOKING FOR. PLT4M'S ABILITY TO TURN AROUND NEW HIGH QUALITY MATERIALS IS IMPRESSIVE

– JESSICA SHAWLEY
PE TEACHER, LEWISTON HIGH SCHOOL (ID)
2012 SHAPE TEACHER OF THE YEAR

MIDDLE SCHOOL CURRICULUM TEMPLATE – 7TH GRADE

LIFETIME FITNESS

Learning Domain: All
Lessons: Bodyweight - Intro to Fitness
Total Classes: 15
Lesson Length: 30-45 Minutes
Standards: 1, 2, 3, 4, 5

Outcome: Understand the foundational movements of each type of practice, and the associated physiological demands of each

Assessment:

- Formative Performance assessments in the movement points of performance
- Baseline Fitness Assessment
- Exit Surveys

REC GAMES

Learning Domain: Psychomotor, Cognitive
Lessons: Tennis, Pickleball, Badminton
Total Classes: TBD
Lesson Length: 30-45 Minutes
Standards: 1, 2, 3, 4, 5

Outcome: Apply understanding of motor skills and human movement, while demonstrating positive social behavior

Assessment:

- Quizzes on rules, history of the game
- Formative observations throughout

SUPPLEMENTAL COURSES

With extra classes, you can either launch new Game and Sport courses, or begin to incorporate important health education units.

EXAMPLE
MEETING EVERYDAY

MONDAY

INTRO TO FITNESS

TUESDAY

GAME/SPORT

WEDNESDAY

INTRO TO FITNESS

THURSDAY

GAME/SPORT

FRIDAY

INTRO TO FITNESS

EXAMPLE
BLOCK SCHEDULE
3/2 SPLIT

MONDAY

INTRO TO FITNESS
GAME/SPORT

WEDNESDAY

INTRO TO FITNESS
GAME/SPORT

FRIDAY

INTRO TO FITNESS
GAME/SPORT

TUESDAY

INTRO TO FITNESS
GAME/SPORT

THURSDAY

INTRO TO FITNESS
GAME/SPORT

SAMPLE LIFETIME FITNESS LESSON: INTRO TO FITNESS

LESSON 1

THE SQUAT, THE HINGE, & CORE WORK

REQUIRED EQUIPMENT

Room for running (loop or shuttles), or equipment for stationary cardio (bike, elliptical, etc.)

GOALS

1. Introduce the Foundational “Squat” pattern through a bodyweight “Air Squat”
2. Introduce the Hip, “Hinge” movement pattern through a bodyweight “Good Morning”
3. Introduce Concepts of “Supersets”
4. Practice Movement Patterns & Develop Work Capacity

DAILY MOVEMENT PROGRESSION

1. Spiderman & Reach - 1 minute
2. Alt. Samson - 1 minute
3. Introducing the Hinge & Isometric Plank Hold - 5 minutes
 - a. Good Mornings - 4x10 reps
 - b. Elbow Planks - 4x:20 seconds
4. The Squat: Demonstration & Movement - 6 minutes
5. The finisher - 12 minutes (5 rounds of 10 perfect Air Squats and 2 minute walk/jog/run)



“ ”

BECAUSE WE START EVERYONE ON INTRO TO FITNESS, THEY LEARN THE BASICS THAT CAN BE APPLIED TO ALL OTHER PROGRAMS. IN ADDITION, I DISPLAY THE WORKOUTS ON A BIG SCREEN WHILE STUDENTS USE THEIR PHONES SO THAT THEY CAN LEARN HOW TO USE THE CURRICULUM AND APP

– RON FORD
WELLNESS COORDINATOR, COHASSET HIGH SCHOOL (MA)

MIDDLE SCHOOL CURRICULUM TEMPLATE – 8TH GRADE

With a foundation of movement in place and a deep cognitive understanding of motor skills, you can begin to introduce new lifetime fitness concepts. Additionally, with many high schools now offering weight training, 8th grade can be a great place to introduce strength training. This will help inform kid’s elective choices at the high school level. Let’s look at what an example 8th grade approach could look like if Strength Training is included.

STRENGTH TRAINING

Learning Domain: All

Lessons: Intro to Strength Training

Total Classes: 15-30

Lesson Length: 30-45 Minutes

Standards: 1, 2, 3, 4, 5

Outcome: Use knowledge of basic motor skills and movement patterns to become proficient in barbell and dumbbell exercises

Assessment:

- Establish Baseline Maxes
- Continue Baseline Fitness Assessments

EXAMPLE

MEETING EVERYDAY

MONDAY

INTRO TO STRENGTH

TUESDAY

**FITNESS CHOICE
(DANCE, YOGA, PILATES)**

WEDNESDAY

INTRO TO STRENGTH

THURSDAY

GAME/SPORT

FRIDAY

INTRO TO STRENGTH

EXAMPLE

**BLOCK SCHEDULE
3/2 SPLIT**

MONDAY

**INTRO TO STRENGTH
YOGA, PILATES OR STRETCHING**

WEDNESDAY

**INTRO TO STRENGTH
GAME/SPORT**

FRIDAY

**INTRO TO STRENGTH
BOXING, DANCE OR MOBILITY**

TUESDAY

**INTRO TO STRENGTH
YOGA, PILATES OR STRETCHING**

THURSDAY

**INTRO TO STRENGTH
GAME/SPORT**

HIGH SCHOOL CURRICULUM TEMPLATE – 9TH GRADE

As students enter high school, build the curriculum to fill any remaining holes in your standards and requirements prior to offering electives and student choice. For example, Health courses may need to make up a larger percentage of your curriculum to meet state mandates and allow you to offer all electives from 10-12th grade. Or, if students didn't take Intro to Weight Training in 8th grade, this is a worthwhile "pre-req" for 9th grade.

HEALTH EDUCATION

Health education at the high school level is crucial in promoting physical and mental well-being of students. It enables them to acquire knowledge and skills needed to lead healthy lifestyles, prevent diseases and make informed decisions. Comprehensive health education also helps students foster positive attitudes towards themselves and others, and to develop deeper understanding and empathy for individuals who may be experiencing different health issues. Thus, high school health education is essential in developing healthy minds, bodies and communities.



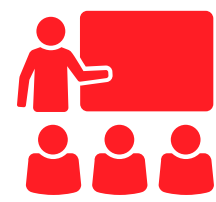
ANTI-VAPING



DRUG AND ALCOHOL PREVENTION



EMOTIONAL AND MENTAL HEALTH

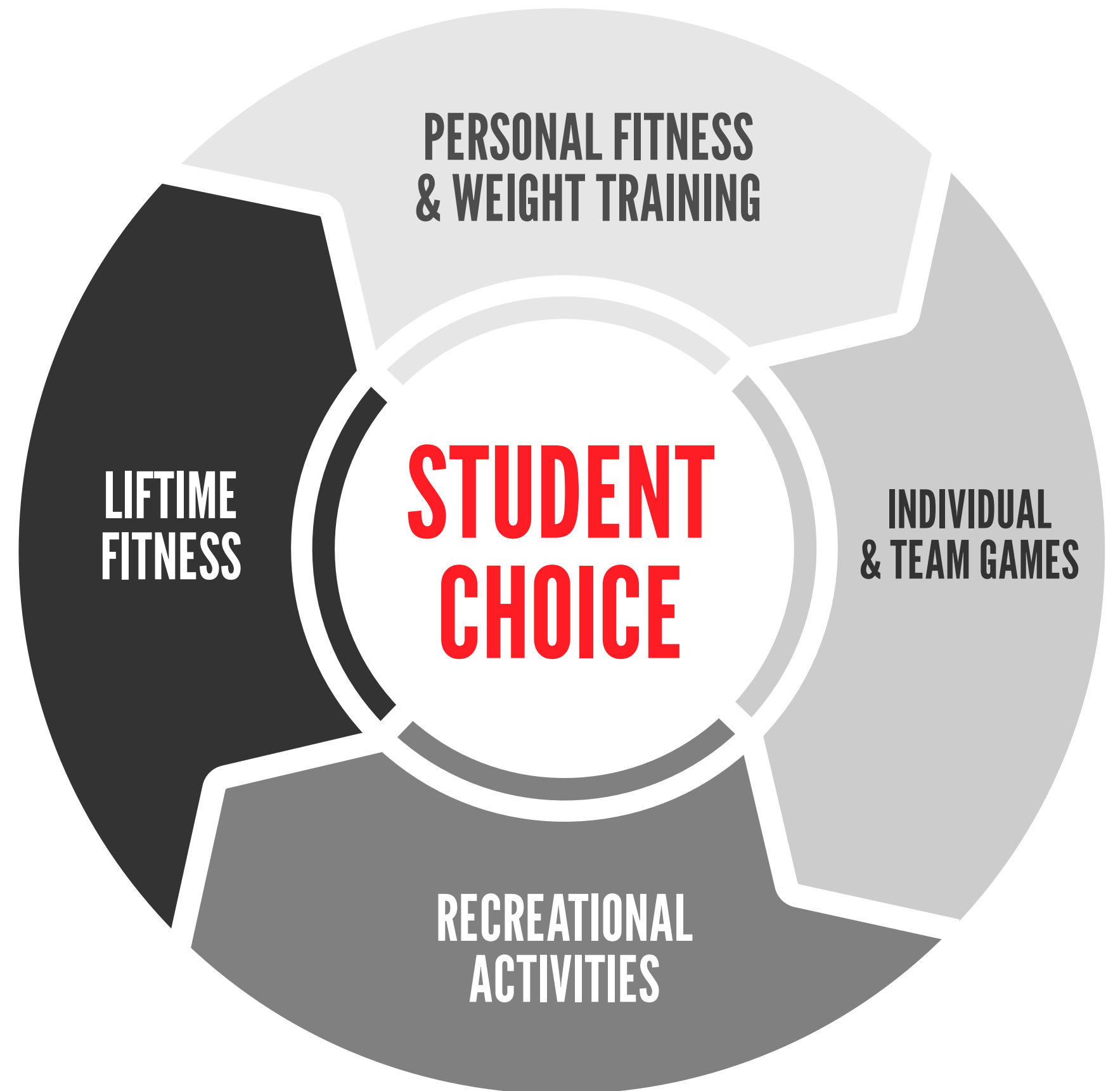


SEX ED



VIOLENCE AND INJURY PREVENTION

Great Health Curriculum Providers:



HIGH SCHOOL CURRICULUM TEMPLATE – 10-12TH GRADE

With all HPE requirements taken care of, and the knowledge that each student has received foundational instruction in a wide range of modalities, we can offer electives that map to student preferences - this should be informed by student surveys as part of our "Backward Design" process. Let's take a look at how two different students might navigate this experience.



STUDENT A: is a 2-Sport athlete who plays soccer and basketball. She enrolls in Advanced S&C so she can get her sport workouts in during the days



STUDENT B: is class president and member of the marching band. He loves exploring new things, and uses PE to try a new activity each semester

GRADE 10

SEMESTER 1

Class: Advanced Strength & Conditioning
Programs: In-Season Training | Intro to Mobility

SEMESTER 2

Class: Advanced Strength & Conditioning
Programs: Off Season-Season Training | Speed Training

STUDENT A

STUDENT B

Class: Yard Game Masters
Activites: Kan-Jan | Spike Ball | Nitro Ball

Class: Alternative Fitness
Activites: Boxing | Dance

GRADE 11

SEMESTER 1

Class: Advanced Strength & Conditioning
Programs: In-Season Training | Yoga Flows

SEMESTER 2

Class: Advanced Strength & Conditioning
Programs: Off Season-Season Training | Speed Training

Class: Outdoor Explorations
Activites: Hiking | Kayaking | Rock Climbing

Class: Advanced Strength & Conditioning
Programs: Personal Weight Training

GRADE 12

SEMESTER 1

Class: Advanced Strength & Conditioning
Programs: In-Season Training | Pilates

SEMESTER 2

Class: Advanced Strength & Conditioning
Programs: Off Season-Season Training | Speed Training

STUDENT A

STUDENT B

Class: Lifetime Fitness
Programs: Personal Fitness

Class: Lifetime Fitness
Programs: Bootcamp



CONCLUSION

Why Effective PE Matters

Sadly, 49% of teenagers today are considered overweight. This increases their risk of suffering from a variety of preventable diseases, including heart disease - the #1 cause of death in the United States.

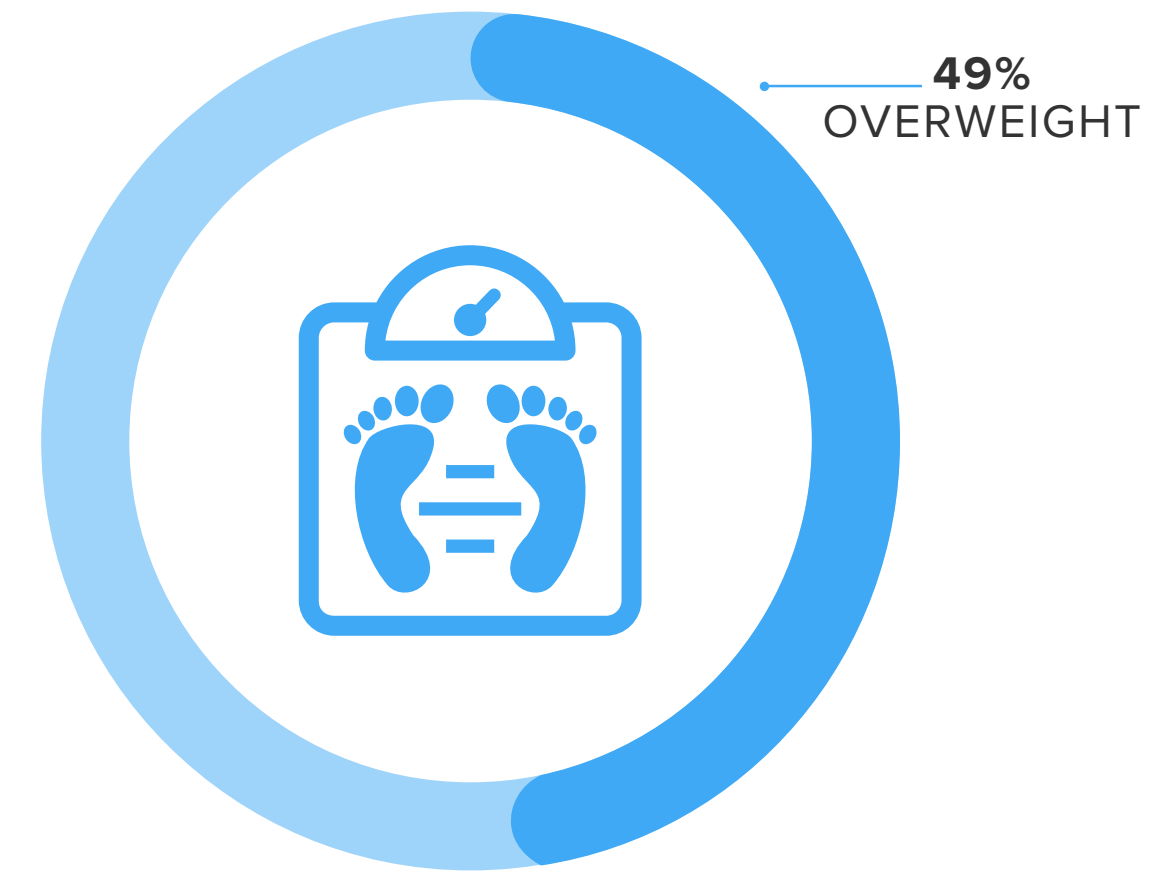
Coincidentally, the same percentage of students do not attend weekly PE class, and less than a quarter of kids meet the CDC guidelines for 60 minutes of activity a day.

Not only is physical wellness on the decline, we are also seeing an increase in mental illness a, declining academic performance, and troublesome classroom behavior issues.

While it isn't a panacea, Physical Activity and Exercise has been shown to positively influence ALL of these troubling trends.

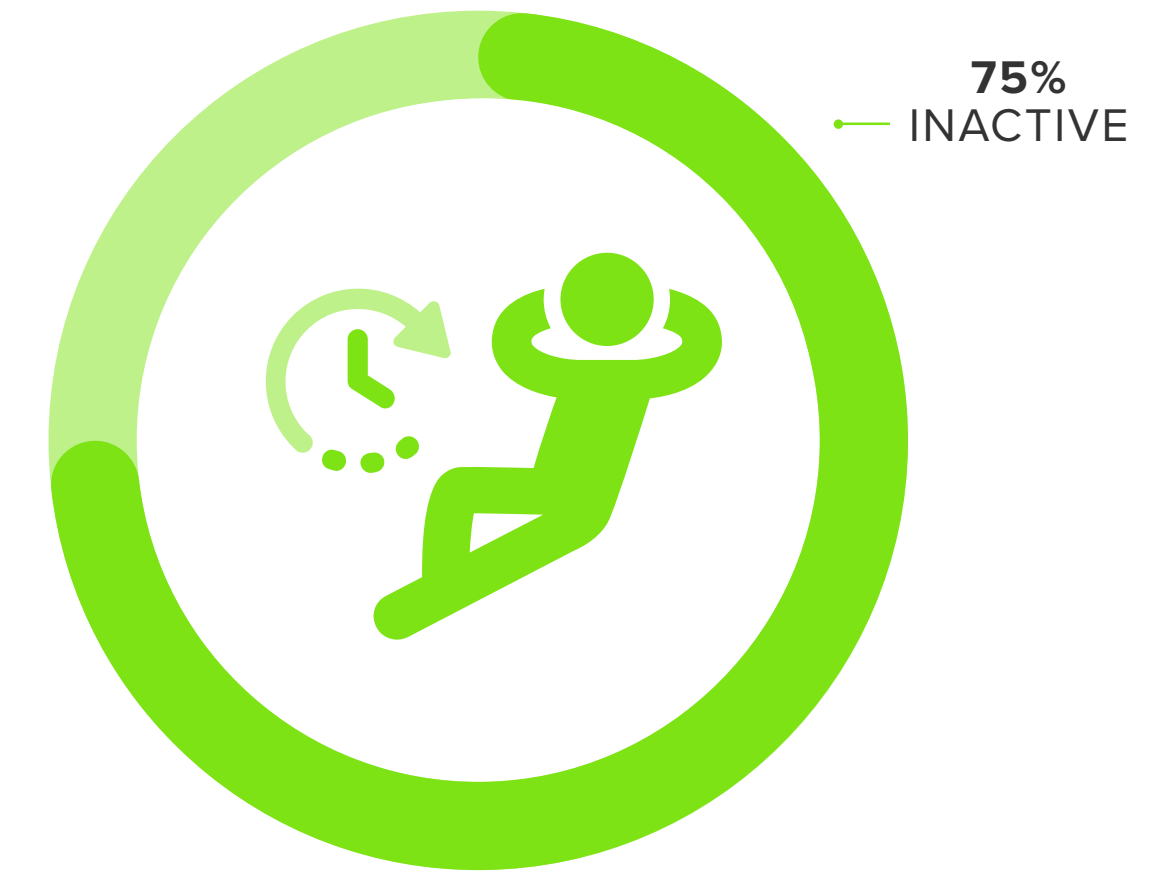
It is for this reason, schools must reinvest in Physical Education, while at the same time, PE teachers must ensure that their curriculum is teaching students how to live healthier, more active lifestyles. To do so effectively, we must help them find their passion for activity an exercise, which means expanding our curriculum beyond the traditional "games" model.

OBESITY



Kids are considered obese or overweight

INACTIVITY



Do not meet the CDC's 60 Minutes of activity/day



75% LONELINESS



65% HIGH ANXIETY



60% DEPRESSION



35% SUICIDAL THUGHTS

Global Youth Culture United States Report

ABOUT PLT4M

Launched in 2013, PLT4M aims to help schools reimagine the PE experience by expanded curriculum choices and leveraging technology to create a more compelling and engaging student experience.

[LEARN MORE →](#)

THANKS FOR READING

QUESTIONS?
REACH OUT TO PLT4M:

CALL US
855.862.5502

WEBSITE
PLT4M.COM

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@PLT4M

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/PLT4M



Curious How Schools Are Using
PLT4M to Build Their Curriculum?

Let's Talk!

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