

# **DEVELOPING A SEQUENTIAL K-12 PHYSICAL EDUCATION CURRICULUM**

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# SEQUENTIAL CURRICULUM

- What is a sequential Curriculum?
    - Each grade level builds off the experiences that occurred in the previous grade
  - Examples in core areas
    - French I to French II
  - Examples in PE
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# ARTICULATED CURRICULUM

## Articulated

- Each grade level has a specific purpose
- Curriculum Diamond



# WHAT ABOUT YOUR CURRICULUM?

Break out groups by grade level groups

Elementary – Gary

MS – Ann Marie

HS – Donna

- Is there a followed district wide written:
  - Vision
  - Curriculum
  - Grade level expected outcomes at transition points (i.e. Gr. 5, 8 or 12).



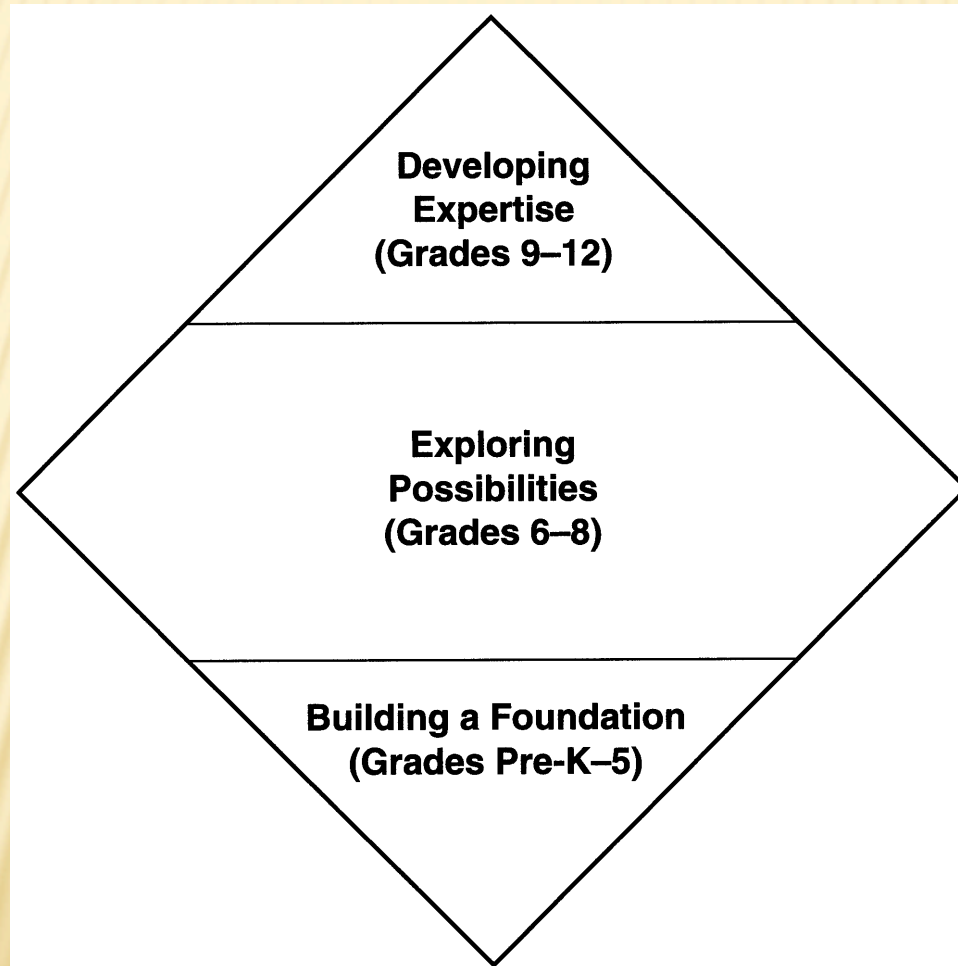
# **THE PURPOSE OF PHYSICAL EDUCATION**

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**Guide Youngsters  
in the Process  
of Becoming  
Physically Active and Healthy  
for a Lifetime**

# THE CURRICULUM DIAMOND

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# KEY POINTS - CURRICULUM DIAMOND

## Elementary level

- Development of a broad foundation of movement forms
  - Skill acquisition

## Middle school level

- Exposure to a wide range of experiences
  - Breadth vs. Depth

## High school level

- Focus on proficiency in few movements forms
  - Depth vs. Breadth



# COMPARING THE CURRICULUM DIAMOND APPROACH WITH THE TRADITIONAL METHOD OF TEACHING PHYSICAL EDUCATION

Curriculum Diamond Approach	Traditional Method
K-5: Primary emphasis on fundamental motor skill acquisition and competency	K-5: Primary emphasis on teaching children games, dances, and gymnastics without regard to skill acquisition.
Gr. 6-8: Emphasis on providing students a wide range of experiences in order to determine an educated decision on future PA – short units	Gr. 6-8: Emphasis on providing skills on specific activities – primarily sport / team oriented
Gr. 9-12: Students are allowed to select the activities that they most prefer and become skilled – longer units = course!	Gr. 9-12: Students do not have choice and units are repeated each year

# THE BEGINNING





# READING HIGH SCHOOL

RMHS Physical Education Curriculum (2006-2007)			
	<b>Team Games</b>	<b>Lifelong Activity</b>	<b>Personal Fitness</b>
	Roller Hockey	In-Line Skating	In-Line Skating
	3 on 3 Basketball	Cycling	Cycling
	3 on 3 Soccer	Badminton	Core
	Flag Rugby	Pickleball	Bands
	Flag Football	Tennis	Social Dance
	Pickleball	Golf	Self-Defense
	Floor Hockey	Volleyball	Fitness center
	Wiffleball	Step	Circuit Training
	Badminton	Pilates	Cardio-training
	Fitness center	Bands	Fitness Walking
	2 on 2 Volleyball	Ultimate Frisbee	Nutrition
	Fitness Testing x 2	Fitness Testing x 2	Fitness Testing x 2



# DANVERS – HOLTEN RICHMOND MS

HRMS Physical Education Curriculum (2009-2010)		
Grade 6	Grade 7	Grade 8
Fitness Assessment & Adventure		
Ultimate Frisbee	Rugby	Razzle Football
In-Line Skating	In-Line Skating	In-Line Skating
Indoor Soccer	Team Handball	Basketball
Broomball	Floor Hockey	Field Hockey
Cultural Dance	Hip Hop	Social Dance
Fitness for Life	Fitness for Life	Fitness for Life
Badminton	Pickleball	Volleyball
Cardio KB	Step	Circuit Training
Yoga	Pilates	Core
Bands	Bands	Bands
Adventure 2	Adventure 2	Adventure 2
Fitness Assessment all grades		
Adventure 3	Adventure 3	Adventure 3
Wiffleball	Clincherball	Cricket
Adventure 4	Adventure 4	Adventure 4
Speedminton	Tennis	Golf

# WATERTOWN – K-5 CURRICULUM

Watertown K-5 Physical Education Curriculum	
Kdg., Gr 1 & 2	Grade 3, 4 & 5
Establishing a learning environment	Establishing a learning environment
Listening skills & Vocabulary/ cooperative activities	Cooperative Activities / Problem solving
Chasing, Fleeing and Dodging	Eye Foot: foot dribble, Passing, Kicking & Punting
Fundamental Movement Patterns - Pathways, etc.	Throwing/catching (sm sided games-based on level)
Locomotor Skills	Eye-hand/Dribbling Pass, shoot
Manipulative Skills	Striking with short handled implement- Net games
Ball Skills- Roll, underhand/overhand throw	Nutrition-my plate; Geo nutrition activities
Eye-Foot:Dribble, Passing, Kicking, Punting	Jump rope/ HR monitors; Outdoor Adventure games
Manipulative Skills	Striking with long handled implement: floor/field hockey
Specials	Travers Wall, Cargo net
Rhythmic dance activities (Geo dance)	Gymnastics/Dance; Rhythmic Activities
Basic Tumbling; òBalance, transfer of weight òMovement sequence	Fitness Assessment
Fitness/yoga	Striking- lacrosse, Striking and Fielding games
Striking- with foot, paddle, other objects (balloon, beach ball, yarn ball)	Field Day Games
Field Day Games	PE Metrics Grade 5 through the year

# WATERTOWN

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- ✘ 4 Elementary Schools

  - + 3 senior physical educators (10+ years of experience)

  - + 2 new physical educators (6 or less years of experience)

- ✘ 1 Middle School

  - + 2 senior physical educators (10+ years of experience)

- ✘ 1 High School

  - + 2 senior physical educators (10+ years of experience)

  - + 1 new physical educators (6 or less years of experience)



# **NEW TEACHER EVALUATION SYSTEM (MASSACHUSETTS)**

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# PE DIRECTORS GOALS

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- ✘ To develop a sequential K-12 physical education curriculum
- ✘ To use a district-wide diamond curriculum model
- ✘ To incorporate district-wide common assessments
- ✘ To articulate curriculum to central office team and principals

# PROFESSIONAL DEVELOPMENT

- ✘ In-service Workshops
  - + Curriculum development
  - + Curriculum mapping
  - + Aligning curriculum map with assessments
  - + Best Practices
  - + Technology



# THE NOTION OF CHANGE

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- ✘ *“The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.” – Albert Einstein*
  - + Sifting through the layers of the teachers experiences
  - + Shifting beliefs that guided the teachers practices
  - + Negotiating common grounds for best practices
  - + Facilitating the challenges that come with change

# WATERTOWN PILOT PHASE

- ✘ Phase In
  - + Faculty experimenting with technology
  - + One aspect of the map
  - + One Implementation of PE Metrics Assessment
- ✘ Pilot Phase
  - + 1 PE Metrics Assessment (common to each school) implemented in grades K, 2, & 5
- ✘ Revisit the curriculum after year one
- ✘ The following year, additional PE Metrics assessment (grades K, 2, & 5) will be added (common to each school).

# WHAT HAS CHANGED?

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- ✘ Watertown Public Schools
- ✘ The Curriculum is standards based
- ✘ Elementary is skill theme approach in all 3 schools
- ✘ Staff collaborates more due to common curriculum, assessments and goals
- ✘ Use of technology has increased grades 3-12



# TAKE HOME MESSAGE

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- ✘ *Guide Youngsters in the Process of Becoming Physically Active and Healthy for a Lifetime by offering students:*
  - + An articulated, sequential curriculum
  - + A broad foundation of movement forms
  - + A variety of movement experiences
  - + The opportunity for proficiency in selected activities

# REFERENCES

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- ✘ Graham, G., Holt-Hale, S., & Parker, M. (2010) *Children moving: A reflective approach to teaching physical education*. New York, NY:McGraw-Hill.

# THANK YOU

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