

Elective PE curriculum map

Strength and Conditioning, Grade 11-12, classes meet M-F, 47 minutes/class

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Unit 1: Introduction to Strength Training and Safety	Why is safety important when performing strength training exercises? How can I identify and engage different muscle groups effectively? What basic principles and terminology do I need to know to begin strength training?	Illinois PE Standard 19.A Illinois PE Standard 21.B Skills: Proper form for squats, deadlifts, and presses. Safety techniques: spotting, loading/unloading weights, and warm-ups. Identify major muscle groups. National Standards:- 1, 2, 4CRS:- Collaboration and Teamwork- Decision-making and Problem-solving WorkKeys Skills:- Teamwork- Workplace Observation Common Core:- CCSS.ELA-LITERACY.SL.9-10.1 SEL:- Self-awareness- Responsible decision-making	Formative: Safety checklist during warm-up and equipment use. Peer observation of proper form during basic lifts. Summative: Practical assessment: Proper form demonstration on foundational lifts. Written quiz: Strength training terminology and muscle identification.	Instructor demonstrations of basic lifts (e.g., squat, bench press, deadlift). Practice bodyweight exercises (push-ups, lunges, planks) to build foundational strength. Group discussions on safety protocols. Interactive muscle group mapping activity.	Resistance bands, light weights, barbells. Instructional videos for proper technique. Muscle group diagrams and lifting terminology handouts through google classroom.	Students reflect on their understanding of basic safety and lifting techniques, identifying areas for improvement in their form and knowledge.
Unit 2: Functional Strength and Power Training	What is the role of functional strength in daily life and athletic performance? How can I use compound movements to develop strength and power? What are the principles of progressive overload and why are they important?	Illinois PE Standard 20.A: Skills: Perform compound exercises: squat, deadlift, clean and press. Utilize plyometric training to build explosive power. Apply the principle of progressive overload in training. National Standards:- 1, 2, 4 CRS:- Critical Thinking- Problem-solving WorkKeys Skills:- Teamwork- Workplace Observation Common Core:- CCSS.ELA-LITERACY.W.9-10.2 SEL:- Self-management- Goal-setting	Formative: Small-group technique analysis (peer feedback on squats, deadlifts). Logs of weight progression during functional strength workouts. Summative: Practical assessment: Demonstration of progression and form on compound lifts. Performance improvement: Pre/post assessment of power-based exercises (e.g., box jumps).	Strength training sessions focusing on squat, deadlift, and power clean form. Plyometric drills: box jumps, medicine ball slams, broad jumps. Circuit training with a mix of strength and power-focused exercises. Progressive overload tracking log (weekly reflection on progress).	Barbells, kettlebells, plyometric boxes, medicine balls. Fitness apps or workout journals to track sets/reps. Video analysis for feedback on lift technique.	Students reflect on their progression, assessing personal strengths and areas for improvement in strength and power training.
Unit 3: Conditioning and Endurance Training	How does conditioning improve overall fitness and athletic performance? What are the differences between aerobic and anaerobic training? How can heart rate zones help me monitor and improve my conditioning?	Illinois PE Standard 20.B Skills: Improve cardiovascular endurance through aerobic and anaerobic conditioning. Understand and apply heart rate zones. Perform HIIT and endurance training exercises effectively. National Standards:- 1, 2, 4 CRS:- Leadership - Strategic Thinking WorkKeys Skills:- Teamwork - Workplace Observation Common Core:- CCSS.ELA-LITERACY.SL.9-10.1 SEL:- Relationship skills- Responsible decision-making	Formative: Heart rate zone tracking during conditioning activities. Participation in timed interval workouts (e.g., sprints, HIIT). Summative: Timed 1-mile run or alternative endurance test. Written reflection on personal conditioning progress and fitness goals.	Long-distance runs and interval sprints. HIIT workouts incorporating cardio and bodyweight endurance exercises. Circuit training with high-repetition exercises (e.g., burpees, planks). Tracking heart rate using monitors or apps.	Heart rate monitors or fitness apps. Timer for HIIT and conditioning drills. Access to cardio equipment (treadmills, stationary bikes, jump ropes).	Students reflect on their cardiovascular and muscular endurance improvements, focusing on goal-setting for future conditioning.

Unit 4: Program Design and Lifelong Fitness	How can I design a fitness program tailored to my personal goals? What role does nutrition play in achieving fitness and strength goals? How can I maintain strength and fitness habits throughout my life?	Illinois State PE Standards: Illinois PE Standard 22.A: Explain principles related to personal fitness. Skills: Design a personalized strength and conditioning plan. Incorporate basic nutrition principles into fitness goals. Understand long-term benefits of strength and conditioning. National Standards:- 1, 2, 4 CRS:- Collaboration- Critical Thinking WorkKeys Skills: - Teamwork- Workplace Observation Common Core: - CCSS.ELA-LITERACY.W.9-10.2 SEL:- Self-management- Responsible decision-making	Formative: Draft versions of personalized fitness programs. Participation in discussions on fitness and nutrition topics. Summative: Final personalized 4-week fitness plan. Final practical assessment (student's choice of lift or conditioning drill). Written reflection on growth, future fitness goals, and habits.	Program design workshops (students create and peer-review workout plans). Nutrition basics: creating sample pre/post-workout meal ideas. Guest speakers: personal trainers, physical therapists, or nutritionists. Fitness portfolio: combining workout logs, program design, and reflections.	Workout templates for program design. Nutrition guides and resources (handouts, MyPlate app). Virtual seminar/ online video speakers	Students reflect on their overall progress, creating a plan to maintain lifelong fitness habits and evaluating their fitness knowledge growth.
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Lifetime Fitness, Grade 11-12, classes meet M-F, 47 minutes/class

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Developing and Writing the Personal Fitness Plan	How do I assess my current fitness level and set realistic, achievable fitness goals? What components of fitness (strength, endurance, flexibility, etc.) do I need to prioritize in my personal plan? How can I use data and technology to monitor progress effectively?	Illinois PE Standards: 20.A, 22.A, 21.C National PE Standards: Standard 1, standard 3 CRS: Analyze and interpret data (Mathematics – Statistics & Probability). Develop clear, organized written plans (Writing – Informative/Explanatory). WorkKeys Skills: Locating Information, Applied math Common Core Standards: CCSS.ELA-LITERACY.WHST.9-12.2 CCSS.MATH.CONTENT.HSS.ID.A.1	Formative: Baseline fitness assessments (e.g., push-ups, sit-and-reach, 1-mile run). Draft versions of personal fitness plans with SMART goals. Summative: Final written personal fitness plan, including: Baseline fitness data SMART goals (short-term and long-term) Weekly workout schedules for the 3-week plan	Fitness baseline testing for strength, flexibility, endurance, and resting heart rate. Goal-setting workshop to create personalized, measurable goals. Instruction on how to design balanced fitness plans (strength training, cardio, flexibility). Technology integration: using fitness tracking apps or wearables (e.g., Fitbit, Nike Training Club, MyFitnessPal).	Baseline testing equipment (timers, sit-and-reach box, heart rate monitors). Fitness apps or Google Sheets for tracking workouts and progress. Handouts: SMART goal templates and fitness plan examples. Google classroom for assignment turn in and information	Students reflect on their baseline fitness results and the goals they set, identifying which components of fitness they want to improve and why.
Implementing the Personal Fitness Plan	How do I stay motivated and committed to achieving my fitness goals? How does regular exercise affect my overall fitness, health, and stress levels? How do I adjust my plan to overcome challenges and make progress?	Illinois PE Standards: 21.B, 23.C National PE Standards: Standard 4, Standard 5 College and Career Readiness Standards (CRS): Monitor progress through data tracking and reflection. Make decisions based on feedback and observed results. WorkKeys Skills: Locating Information, Teamwork Common Core Standards: CCSS.MATH.CONTENT.HSS.IC.B.6 CCSS.ELA-LITERACY.WHST.9-12.5	Formative: Weekly fitness: record workouts, progress, and reflections. Mid-phase fitness check-ins to reassess strength, endurance, flexibility, and/or heart rate. Summative: Mid-plan progress report: Students analyze data compared to working "active" minutes to show progress toward their goals.	Students follow their personalized workout plans (strength, cardio, flexibility). Weekly check-ins: Individual or small group discussions on progress and challenges. Mid-plan fitness retesting to evaluate improvements and adjust goals. Guided activities: group fitness circuits, yoga, HIIT sessions for variety and motivation.	Workout logs (digital or physical journals). Fitness tracking apps (Strava, Apple Health, Google Fit). Resistance bands, free weights, mats, cardio equipment (if available). Guided video workouts for flexibility or strength exercises.	Students reflect on their progress so far, analyzing their strengths and identifying areas where their plan may need adjustments.

Reflecting on Goal Progress and Effectiveness	How has my fitness changed after implementing my personal fitness plan? What strategies were most effective in helping me achieve my fitness goals? How will I maintain and improve my fitness habits in the future?	Illinois PE Standards: 20.B, 21.C National PE Standards: Standard 2, Standard 5 College and Career Readiness Standards (CRS): Use reflection and analysis to evaluate outcomes and set future goals. Present findings clearly and effectively. WorkKeys Skills: Applied Math, Locating Information, Workplace Documents Common Core Standards: CCSS.ELA-LITERACY.WHST.9-12.7 CCSS.MATH.CONTENT.HSS.ID.B.6	Formative: Final fitness testing (strength, flexibility, endurance, heart rate). Fitness journal reflections: Students compare their pre- and post-plan progress. Summative: Final Personal Fitness Reflection: Compare baseline and post-plan fitness results. Analyze the effectiveness of their goals and plan. Develop future goals and strategies for maintaining fitness.	Final fitness testing (same as baseline tests). Reflection workshop: Students analyze their progress and discuss what worked well or what challenges they faced. Goal reset: Students set future fitness goals and identify activities to maintain progress. Student presentations: Share fitness journey, data, and reflections.	Fitness data comparison tools (charts, spreadsheets). Final fitness testing equipment (timers, heart rate monitors). Presentation tools (Google Slides, Canva).	Students reflect on their fitness journey, evaluating their progress and identifying actionable steps to continue improving and maintaining lifelong fitness.
Standards Reference Page						
Illinois Physical Education Standards						
20.A: Achieve and maintain a health-enhancing level of physical fitness based on continual self-assessment.						
20.B: Analyze various movement patterns for physical development.						
21.B: Demonstrate safe and appropriate procedures when using fitness equipment.						
21.C: Develop a fitness plan to achieve and maintain a personal fitness level.						
22.A: Explain principles of health and fitness (e.g., overload principle, goal-setting).						
23.C: Apply stress management techniques to improve mental and emotional health.						
National PE Standards (SHAPE America)						
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.						
Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.						
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.						
Standard 4: Exhibits responsible personal and social behavior that respects self and others.						
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.						
Common Core State Standards (CCSS)						
English Language Arts						
CCSS.ELA-LITERACY.WHST.9-12.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly.						
CCSS.ELA-LITERACY.WHST.9-12.5: Develop and strengthen writing by planning, revising, and editing.						
CCSS.ELA-LITERACY.WHST.9-12.7: Conduct short research projects to answer questions or solve problems.						
Mathematics						
CCSS.MATH.CONTENT.HSS.ID.A.1: Represent data with plots and analyze data distributions.						
CCSS.MATH.CONTENT.HSS.ID.B.6: Summarize, represent, and interpret data to draw conclusions.						
CCSS.MATH.CONTENT.HSS.IC.B.6: Evaluate reports based on fitness testing data and assess practical implications.						
College and Career Readiness Standards (CRS)						
Analyzing and Interpreting Data: Use charts, graphs, and other tools to interpret data and draw conclusions.						
Goal Development: Develop organized plans and goals that demonstrate clear purpose.						
Reflection and Revision: Analyze performance, assess challenges, and revise plans accordingly.						
Decision-Making: Use observed outcomes and results to make informed decisions.						
WorkKeys Skills						
Applied Math: Perform basic fitness calculations (e.g., resting heart rate, progress percentages).						
Locating Information: Interpret data from fitness assessments, workout logs, and progress reports.						
Teamwork: Collaborate with peers during group activities or team workouts.						
Workplace Documents: Write organized fitness plans, journals, and reflection reports to convey performance and goals.						