

# DOWNLOAD PDF THE CURRICULUM PROCESS IN PHYSICAL EDUCATION

## Chapter 1 : Health and Physical Education Learning Standards Revision Process and Workgroup

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Its role in human health was quickly recognized. By the turn of the 20th century, personal hygiene and exercise for bodily health were incorporated in the physical education curriculum as the major learning outcomes for students Weston, The exclusive focus on health, however, was criticized by educator Thomas Wood ; Wood and Cassidy, as too narrow and detrimental to the development of the whole child. During the past 15 years, physical education has once again evolved to connect body movement to its consequences e. This perspective is also emphasized by Siedentop , who states that physical education is education through the physical. Sallis and McKenzie stress two main goals of physical education: These goals represent the lifelong benefits of health-enhancing physical education that enable children and adolescents to become active adults throughout their lives. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content Page Share Cite Suggested Citation: Educating the Student Body: The National Academies Press. To understand physical education as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Physical education is influenced by this system, which leads to great diversity in policies and curricula. These expanded waiver and substitution policies discussed in greater detail later in the chapter increase the possibility that students will opt out of physical education for nonmedical reasons. Curriculum Models Given that curricula are determined at the local level in the United States, encompassing national standards, state standards, and state-adopted textbooks that meet and are aligned with the standards, physical education is taught in many different forms and structures. Various curriculum models are used in instruction, including movement education, sport education, and fitness education. In terms of engagement in physical activity, two perspectives are apparent. First, programs in which fitness education curricula are adopted are effective at increasing in-class physical activity Lonsdale et al. A paucity of nationally representative data is available with which to demonstrate the relationship between the actual level of physical activity in which students are engaged and the curriculum models adopted by their schools. Movement Education Movement has been a cornerstone of physical education since the s. Exemplary works and curriculum descriptions include those by Laban himself Laban, and others e. Over time, however, the approach shifted from concern with the inner attitude of the mover to a focus on the function and application of each movement Abels and Bridges, In the s, the intent of movement education was to apply four movement concepts to the three domains of learning i. The four concepts were body representing the instrument of the action ; space where the body is moving ; effort the quality with which the movement is executed ; and relationships the connections that occur as the body movesâ€”with objects, people, and the environment; Stevens-Smith, These standards emphasize the need for children to know basic movement concepts and be able to perform basic movement patterns. It is imperative for physical educators to foster motor success and to provide children with a basic skill set that builds their movement repertoire, thus allowing them to engage in various forms of games, sports, and other physical activities see also Chapter 3. Sport Education One prevalent physical education model is the sport education curriculum designed by Daryl Siedentop Siedentop, ; Siedentop et al. The model entails a unique instructional structure featuring sport seasons that are used as the

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basis for planning and teaching instructional units. Students are organized into sport organizations teams and play multiple roles as team managers, coaches, captains, players, referees, statisticians, public relations staff, and others to mimic a professional sports organization. Depending on the developmental level of students, the games are simplified or modified to encourage maximum participation. In competition, students play the roles noted above in addition to the role of players. A sport education unit thus is much longer than a conventional physical education unit. Siedentop and colleagues recommend 20 lessons per unit, so that all important curricular components of the model can be implemented. Findings from research on the sport education model have been reviewed twice. In a more recent review, Hastie and colleagues report on emerging evidence suggesting that the model leads to improvement in cardiorespiratory fitness only one study and mixed evidence regarding motor skills development, increased feeling of enjoyment in participation in physical education, increased sense of affiliation with the team and physical education, and positive development of fair-play values. The only study on in-class physical activity using the model showed that it contributed to only Hastie and colleagues caution, however, that because only 6 of 38 studies reviewed used an experimental or quasi-experimental design, the findings must be interpreted with extreme caution. Fitness Education Instead of focusing exclusively on having children move constantly to log activity time, a new curricular approach emphasizes teaching them the science behind why they need to be physically active in their lives. The curriculum is designed so that the children are engaged in physical activities that demonstrate relevant scientific knowledge. The goal is the development and maintenance of individual student fitness. The conceptual framework for the model is designed around the health-related components of cardiorespiratory fitness, muscular strength and endurance, and flexibility. A recent meta-analysis Lonsdale et al. Several concept-based fitness education curriculum models exist for both the middle school and senior high school levels. They include Fitness for Life: Middle School Corbin et al. Stokes and Schultz, ; Personal Fitness: Activities in the curriculum are designed for health benefits, and the ultimate goal for the student is to develop a commitment to regular exercise and physical Page Share Cite Suggested Citation: It is assumed that all children can achieve a health-enhancing level of fitness through regular engagement in vigorous- or moderate-intensity physical activity. Randomized controlled studies on the impact of a science-based fitness curriculum in 15 elementary schools showed that, although the curriculum allocated substantial lesson time to learning cognitive knowledge, the students were more motivated to engage in physical activities than students in the 15 control schools experiencing traditional physical education Chen et al. Longitudinal data from the study reveal continued knowledge growth in the children that strengthened their understanding of the science behind exercise and active living Sun et al. It is suggested that through this proposed comprehensive framework, fitness education be incorporated into the existing physical education curriculum and embedded in the content taught in all instructional units. The entire framework, highlighted in Box , can be viewed at [http:](http://) Accordingly, fitness education in school physical education programs is being enhanced through the incorporation of active video games, also known as exergaming. These active games have been incorporated into school wellness centers as high-tech methods of increasing student fitness levels to supplement the traditional modes for attaining vigorous- or moderate-intensity physical activity Greenberg and Stokes,

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## Chapter 2 : Physical Education - Curriculum & Instruction (CA Dept of Education)

*Chapter 4: Design of the Physical Education Curriculum Physical Education Curriculum Framework Page 43 and learning process and learning process and learning process.*

Lloyd Cook , Posted on: A small Church of England primary school in Kidderminster, we cater for pupils aged between 2 and 11. I was tasked to do this because at that time the school employed a coaching company to run the PE programme. We began this process by targeting a professional development qualification which I participated in. In addition to this, pupils were not demonstrating sufficient levels of activity or engagement, nor were they working at the expected standard. Investing in specialist skills in curriculum design My initial sessions on the course had already given me confidence enough to express my concerns about the pupil standards in PE to the headteacher and we made the decision to cancel the contract with the coaching company. To ensure sustainability, our priority shifted to developing the capacity and capability of the staff so that they could confidently deliver effective learning through the physical education programme and therefore raise standards. The next two days of the PE specialist training programme allowed me to develop my role as a PE co-ordinator by looking at all aspects of planning from the principles of effective curriculum design to unit and lesson planning. This gave me the confidence to lead a planning session for the staff and involve them in the design and development of a new PE curriculum for our pupils. Transforming our curriculum map In the past, a typical curriculum map consisted of 6 different sports or activities programmed around the six half-terms of an academic year, with activities like athletics scheduled in the summer and dance and gymnastics either side of Christmas. The person leading the training encouraged me to look at the issues associated with this typical structure, the main flaw being the typical map ignores the fact that children may not revisit key skills and techniques, essential knowledge, or the successes they have achieved until the next school year. In addition, an activity-led planning approach offers little or no opportunity to revisit learning from one term to the next. For example, throwing and catching skills in handling games such as tag rugby in the autumn might not be revisited until seven months time in an activity such as rounders in the summer. For example, I encouraged them to propose activities they felt confident delivering whilst also addressing the balance between developing a curriculum for learners, not just a curriculum we wanted to teach. I had to support teachers but also challenge them to move out of their comfort zone. For example, Circuit training sessions were scheduled which staff were comfortable in delivering, but it also allowed us to co-construct an experience to address pupil learning and performance abilities. Initially I supported staff by going away and planning the circuit training experiences for them to deliver to different year groups in the spring term. Activities were planned that we felt the pupils would enjoy and which we had identified as being fundamental to future success in movement. This allowed us to set clear expectations not only for the circuit training units, but also for future planned activities. Above all, we ensured that fundamental skills such as running and jumping, and throwing and catching underpinned every activity throughout the year. This allowed pupils to view their learning as continuous instead of separate activities , and allowed sufficient practice time to master these essential skills. The whole process is an evolving one. The activities scheduled might appear the same, but they are now the vehicle for greater age-related learning expectations. Both staff and pupils have been involved in the planning process “ through this, staff were able to appreciate the learning focus and programme coherence, which clearly benefited the pupils. The key focus of raising standards in PE was to develop subject expertise across the school and get pupils active in a way that developed their fundamental movement skills, their agility, balance and coordination and their overall fitness for activity and competition.

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## Chapter 3 : Building confidence and capability in Physical Education using the PE and Sport Premium - Te

*Physical Education curriculum mapping is a process in which teachers can align overall program outcomes, teaching and learning activities, and assessment strategies to ensure and support meaningful learning experiences for all students in Health and Physical Education.*

Exploring theory and practice Curriculum theory and practice. The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? We explore curriculum theory and practice and its relation to informal education. It was, literally, a course. In Latin curriculum was a racing chariot; currere was to run. A useful starting point for us here might be the definition offered by John Kerr and taken up by Vic Kelly in a standard work on the subject. This gives us some basis to move on “ and for the moment all we need to do is highlight two of the key features: Learning is planned and guided. We have to specify in advance what we are seeking to achieve and how we are to go about it. The definition refers to schooling. We should recognize that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson. In what follows we are going to look at four ways of approaching curriculum theory and practice: Curriculum as a body of knowledge to be transmitted. Curriculum as an attempt to achieve certain ends in students “ product. More this will be revealed as we examine the theory underpinning individual models. Curriculum as a syllabus to be transmitted Many people still equate a curriculum with a syllabus. Syllabus, naturally, originates from the Greek although there was some confusion in its usage due to early misprints. Basically it means a concise statement or table of the heads of a discourse, the contents of a treatise, the subjects of a series of lectures. What we can see in such documents is a series of headings with some additional notes which set out the areas that may be examined. A syllabus will not generally indicate the relative importance of its topics or the order in which they are to be studied. Thus, an approach to curriculum theory and practice which focuses on syllabus is only really concerned with content. Where people still equate curriculum with a syllabus they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit. Curriculum as product The dominant modes of describing and managing education are today couched in the productive form. Education is most often seen as a technical exercise. Objectives are set, a plan drawn up, then applied, and the outcomes products measured. It is a way of thinking about education that has grown in influence in the United Kingdom since the late s with the rise of vocationalism and the concern with competencies. Thus, in the late s and the s many of the debates about the National Curriculum for schools did not so much concern how the curriculum was thought about as to what its objectives and content might be. Tyler that dominate theory and practice within this tradition. The central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized. The curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives. Basically what he proposed was greater division of labour with jobs being simplified; an extension of managerial control over all elements of the workplace; and cost accounting based on systematic time-and-motion study. All three elements were involved in this conception of curriculum theory and practice. For example, one of the attractions of this approach to curriculum theory was that it involved detailed attention to what people needed to know in order to work, live their lives and so on. One telling criticism that was made, and can continue to be made, of such approaches is that there is no social vision or programme to guide the process of curriculum construction. As it stands it is a technical exercise.

The Progressive movement lost much of its momentum in the late s in the United States and from that period the work of Ralph W. Tyler, in particular, has made a lasting impression on curriculum theory and practice. His theory was based on four fundamental questions: What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being attained? Diagnosis of need Step 2: Formulation of objectives Step 3: Selection of content Step 4: Organization of content Step 5: Selection of learning experiences Step 6: Organization of learning experiences Step 7: Determination of what to evaluate and of the ways and means of doing it. Taba The attraction of this way of approaching curriculum theory and practice is that it is systematic and has considerable organizing power. Central to the approach is the formulation of behavioural objectives “ providing a clear notion of outcome so that content and method may be organized and the results evaluated. There are a number of issues with this approach to curriculum theory and practice. The first is that the plan or programme assumes great importance. For example, we might look at a more recent definition of curriculum as: The problem here is that such programmes inevitably exist prior to and outside the learning experiences. This takes much away from learners. They can end up with little or no voice. They are told what they must learn and how they will do it. The success or failure of both the programme and the individual learners is judged on the basis of whether pre-specified changes occur in the behaviour and person of the learner the meeting of behavioural objectives. If the plan is tightly adhered to, there can only be limited opportunity for educators to make use of the interactions that occur. It also can deskill educators in another way. The logic of this approach is for the curriculum to be designed outside of the classroom or school, as is the case with the National Curriculum in the UK. Educators then apply programmes and are judged by the products of their actions. It turns educators into technicians. Second, there are questions around the nature of objectives. This model is hot on measurability. It implies that behaviour can be objectively, mechanistically measured. There are obvious dangers here “ there always has to be some uncertainty about what is being measured. We only have to reflect on questions of success in our work. It is often very difficult to judge what the impact of particular experiences has been. Sometimes it is years after the event that we come to appreciate something of what has happened. For example, most informal educators who have been around a few years will have had the experience of an ex-participant telling them in great detail about how some forgotten event forgotten to the worker that is brought about some fundamental change. Yet there is something more. In order to measure, things have to be broken down into smaller and smaller units. The result, as many of you will have experienced, can be long lists of often trivial skills or competencies. This can lead to a focus in this approach to curriculum theory and practice on the parts rather than the whole; on the trivial, rather than the significant. It can lead to an approach to education and assessment which resembles a shopping list. When all the items are ticked, the person has passed the course or has learnt something. The role of overall judgment is somehow sidelined. Third, there is a real problem when we come to examine what educators actually do in the classroom, for example. Much of the research concerning teacher thinking and classroom interaction, and curriculum innovation has pointed to the lack of impact on actual pedagogic practice of objectives see Stenhouse ; and Cornbleth , for example. One way of viewing this is that teachers simply get it wrong “ they ought to work with objectives. I think we need to take this problem very seriously and not dismiss it in this way. The difficulties that educators experience with objectives in the classroom may point to something inherently wrong with the approach “ that it is not grounded in the study of educational exchanges. It is a model of curriculum theory and practice largely imported from technological and industrial settings. Fourth, there is the problem of unanticipated results. The focus on pre-specified goals may lead both educators and learners to overlook learning that is occurring as a result of their interactions, but which is not listed as an objective. The apparent simplicity and rationality of this approach to curriculum theory and practice, and the way in which it mimics industrial management have been powerful factors in its success. A further appeal has been the ability of academics to use the model to attack teachers: I believe there is a tendency, recurrent

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enough to suggest that it may be endemic in the approach, for academics in education to use the objectives model as a stick with which to beat teachers. The demand for objectives is a demand for justification rather than a description of ends. It is not about curriculum design, but rather an expression of irritation in the problems of accountability in education.

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