STANDARDS-BASED PHYSICAL EDUCATION CURRICULUM DEVELOPMENT

Jacalyn Lund | Deborah Tannehill

Standards-Based Physical Education Curriculum Development

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Dedication

For Jeff and Nick

Betty-Lee Tannehill

Teachers who are doing things well, addressing the standards, and offering innovative and meaningful programs to children and youth.

FOREWORD

Daryl Siedentop, PhD The Ohio State University

The dominant movement in public education today will likely be known historically as the era of "standards-based education." Both federal and state policy require that schools and teachers become aware of the state standards in their subject matter, and plan learning experiences so that students gradually move toward mastery of those standards. How timely, therefore, that this curriculum text in physical education is developed wholly around the theme of the National Association for Sport and Physical Education (NASPE) standards for K–12 physical education.

NASPE has provided the national leadership for developing K–12 physical education standards, and states that have developed physical education standards typically use the NASPE model. NASPE standards are somewhat different than standards in other subjects; that is, most state science or math standards identify exactly what students should be learning in the 5th, 7th, or 9th grades. The NASPE standards don't tell us when, or even if, a student should learn a pass in volleyball, to traverse a horizontal climbing wall, or to reach a specific level of cardiovascular fitness. Thus, choosing the activities that compose a school physical education curriculum under NASPE standards is left open.

Most school districts approve a "district syllabus" for each school subject. Teachers put themselves at risk if they teach an activity that is not in the district syllabus. Thus, most district physical education syllabi include a large number of potential activities. When individual teachers choose activities for their students, they create the curriculum their students will experience. Some students experience a thoughtful variety of activities, with sufficient time and progression in each activity to allow them to achieve the NASPE standards. Other students will experience a hodgepodge of activities with insufficient time in any of them to become proficient, a result of which may be that they do not meet any NASPE standards. Indeed, in some cases the main result of their school physical education experiences is that students get "turned off" to physical activity as either a health or recreational pursuit. In this text, Jacalyn Lund and Deborah Tannehill wisely suggest that a good strategy to design a curriculum that excites students and optimizes the chances of meeting NASPE standards is to consider "main theme" curricula as the organizing principle for curriculum planning. They have enlisted experts in each of the identified curricular themes to write a chapter that describes the theme curriculum and how it can meet the NASPE standards. These chapter authors not only have general expertise in curriculum, they have had specific experience designing and implementing the thematic curriculum about which they write, thus lending a strong measure of authenticity to their descriptions. Each of these thematic curricula chapters include clear directions for how the curriculum can meet NASPE standards.

Some of the theme curricula are defined primarily by the activities included within the theme. This would hold true for Adventure Education, Outdoor Education, and Fitness Education particularly; that is, you are unlikely to find table tennis, folk dance, or basketball taught as an activity in any of these three theme curricula. Two of the themes (Personal and Social Responsibility, and Sport Education) accommodate a much broader range of activities. For example, dance, outdoor, and fitness activities have easily been incorporated in the Sport Education model (Siedentop, Hastie, & Van der Mars, 2004).

In examining the model theme curricula, you will become aware that several have a distinct pedagogical approach that is part of the curriculum; that is, some of the curriculum models define a specific pedagogy that is necessary for successful implementation of the model. This would be especially true for Personal and Social Responsibility, Sport Education, and Adventure Education. You would have to be comfortable with that pedagogical approach in order to implement that curricular theme.

I found the chapters to be very useful in helping me to see what would be required to implement them in a school setting. Dr.'s Tannehill and Lund argue for a multi-model approach to curriculum, where several of the thematic models might be used in a school program. Of course, these decisions are constrained by how much "curricular time" is allotted to physical education at the elementary, middle, and high school levels. With abundant K–12 time allotments, I could envision how a school district might use a skill theme curriculum in Grades K–3, a Teaching Games for Understanding curriculum in Grades 4–6, a fitness education curriculum in middle school, and a Sport Education curriculum in high school. I am sure that you will see other combinations that appeal to you. With more modest time allotments, you might decide that one model is appropriate for the entire K–12 curriculum. At the high school level, where physical education is always better when students have a choice among activities, several of the thematic models might coexist quite nicely, giving students a real choice about the activities they are most inter-

ested in exploring. One of the main benefits of this text is that it will get you to think seriously about such issues!

Finally, this text is quite strong on assessment, as one might expect from an approach committed to standards-based curricula. Put simply, aiming to achieve standards requires ongoing and rigorous assessment appropriate to the standards. The primary authors have a wealth of experience and expertise in assessment, and this is demonstrated throughout the text. This is a welcome addition to the resources that physical education teachers use to build school programs that are responsive to national standards, and create learning opportunities through which students come to value the physically active lifestyle. It is also a wonderful resource for teacher educators in physical education as they prepare the next generation of teachers to develop effective programs in schools.

Reference

Siedentop, D., Hastie, P. A., & Van der Mars, H. (2004). Complete guide to sport education. Champaign, IL: Human Kinetics. Before beginning the process of writing curriculum, individuals must have a basic knowledge and understanding of what they are about to undertake. Section I gives the reader a brief introduction to the curriculum process and explains how the standards movement has changed the rules for doing business in education. Developing a philosophy for the curriculum will provide the lens for making decisions about the curriculum model(s) that will be adopted as well as the activities used to implement those models. This philosophy must be compatible with the goals established for the program as well as mesh with educational goals for the district and state. Since curriculum development requires the melding of the ideas and philosophies of the individuals who develop it, the final product represents a series of compromises and midpoints between several different perspectives.

Assessment is a key component of developing a standards-based curriculum. Also included in Section I is a brief overview of various types of assessment commonly used in physical education and a discussion about the role of assessment in a standards-based curriculum. The final chapter in Section I is designed to make you think differently about curriculum choices before venturing into Section II. A curriculum should meet the needs of all students, from the athletically gifted to those who are motor challenged. Too often curricular choices are made because of teacher preferences rather than being based on the needs of the students. School populations represent the communities that surround them. Our goal in this book is for the reader to create curricula designed to instill a love for activity in *all* children and young people. In order to accomplish this, those developing a curriculum must consider the diverse perspectives that students bring with them. It is said that the hardest part of any journey is the first step. Section I is designed to help you take the first step on the road to developing a standards-based physical education curriculum.

The curriculum models presented in Section II provide the basis to teach toward the important learning goals (standards) and to do so in ways that provide unique opportunities for students to meet their own needs and desires in realistic and meaningful ways. We might think of the curriculum models as vehicles for delivering a philosophy. Your task will be to fit the curriculum model to the student, the setting, and the programmatic goals you have identified to meet the state and national standards. Keep in mind that while each of the curriculum models addresses numerous national standards, none of them addresses them all (Siedentop & Tannehill, 2000). The following table visually represents our view of the contributions the various curricular models make with the NASPE content standards for physical education.

Curriculum Model	Standards					
		2	3	4	5	6
Cultural Studies	M	m	Μ	Μ	M	M
Personal and Social Responsibility	м	m	m	м	M	M
Teaching Games for Understanding	M	м			m	M
Skill Themes	M	м	M	M	M	M
Adventure Education	м	м	M		Μ	M
Outdoor Education	M	m	m	M	м	M
Sport Education	M	м	M	m	Μ	M
Fitness Education	m	м	M	M	m	Iм

Each of the chapters in Section II has been written by a recognized expert in the curriculum model they write about. They have either developed the model, conducted research on its application, provided workshops to teachers and school districts on how to implement it, and/or written about it extensively. As you study each of the curriculum chapters, pay close attention to the philosophy the authors present and the unique characteristics that make the model appropriate to reach the standards. The authors provide insight into the main theme, characteristics of the model, and implications for teaching and learning.

Writing a curriculum is hard work. To make sure that that hard work represents a product of highest quality, there is still much to be done. Section III offers you a means for evaluating the worth of your physical education curriculum. The authors are in strong agreement that no matter how good a curriculum is, it can always be improved. Curriculum evaluation should be an ongoing process that continually strives for excellence rather than a process that a district implements for an accreditation visit. We offer several suggestions for conducting evaluations and ways to measure the worth of your program from the perspectives of all those involved.

The book concludes with some thoughts about doing things differently. We have borrowed the words of our friend and mentor, Daryl Siedentop, when we titled Chapter 14 "It's not business as usual." Your authors have spent a lifetime trying to promote the virtues of having physically educated youth as well as trying to improve the quality of physical education teaching. We present ideas from students and colleagues as well as our own thoughts about how you can avoid the educational rut of teaching the same thing in the same way year after year. Change can be exciting, and we encourage you to use the ideas presented in Section III as fodder for making your physical education program better than you ever dreamed possible.

Reference

Siedentop, D., & Tannehill, D. (2000). *Developing teaching skills in physical education* (4th ed.). Palo Alto, CA: Mayfield.

Editors



Jacalyn Lund is an Associate Professor and Coordinator for the Graduate Program in Physical Education Teacher Education at Georgia State University. She was recently elected National Association for Sport and Physical Education (NASPE) President. Previously, she taught at Ball State University, the University of Louisville, and in secondary schools in Colorado for 16 years. Currently, she is an adjudicator for NASPE/NCATE, Editor of the NASPE Assessment Series, and the Executive Secretary/ Treasurer for the National Association for

Kinesiology and Physical Education in Higher Education (NAKPEHE). A member of the team that wrote the 1995 standards, she helped author Moving into the Future: National Standards for Physical Education. Additionally, she was the primary author for the NASPE document "Appropriate Practices for Middle School Physical Education," written when she chaired the Middle and Secondary School Physical Education Council (MASSPEC) for NASPE. Jackie has conducted workshops and made more than 100 presentations at the state, district, national, and international levels, including an invited presentation at the 2002 Asian Games in Busan, Korea. Current research interests involve assessment practices and curriculum development in physical education. She has published numerous articles on rubrics and assessment, including a book co-authored with Mary Fortman Kirk titled Performance-based Assessment for Middle and High School Physical Education. Additionally, Jackie has chaired committees to develop assessments for elementary and middle school physical education content standards for the state of Indiana. While in Kentucky she worked on committees to develop assessments for preservice physical education teachers for a state-wide assessment project. Favorite pastimes include spending time with her husband Bill, sons Jeff and Nicholas, reading, and obedience-training dogs.



Deborah Tannehill is Professor and Assistant Dean in the School of Physical Education at Pacific Lutheran University. Prior to PLU, Deborah taught and conducted research on teaching and teacher education at The Ohio State University for 12 years. She taught physical education at the middle school level for 10 years, and coached track and field at the collegiate level for 6 years. Active in state, district, and national professional organizations, Deborah has served as Editor of the NASPE Assessment Series, Publications Coordinator for NASPE, Chair of the NASPE National Beginning Teaching Standards,

the NASPE/NCATE Teacher Education Program Guidelines, and most recently the revision of the K-12 Content Standards Committee. Deborah is past co-editor of the Journal of Teaching in Physical Education, served on the editorial board of *Ouest*, and is currently a reviewer for the *Journal of* Physical Education, Recreation, and Dance. At the state level, Deborah has been active in Washington AHPERD, Health & Fitness Summer Institutes (Office of the Superintendent of Public Instruction), and is a frequent consultant for school districts striving to redesign their curricula to meet the new state health and fitness standards and assessments. In recognition of her professional service. Deborah has been awarded the Professor of the Year award from Washington AHPERD, the Joy of Effort Award from the National Association of Sport and Physical Education, was inducted into the AAHPERD Research Consortium as a Research Fellow, and was presented with the NASPE Presidential Citation and The Ohio State University Alumni Award for Distinguished Teaching. Deborah has conducted research on teaching and supervision in physical education, and publishes frequently in both scholarly and applied journals. She has published more than 45 articles, 15 book chapters, and co-authored a textbook titled Developing Teaching Skills in Physical Education with Daryl Siedentop. Currently her work is focused on curriculum development in K-12 programs, and assessment to meet state and national standards. Deborah enjoys reading mystery novels, cooking, and walking her whippet.

Contributors



Mike Brown teaches in the Bachelor of Sport and Outdoor Recreation program at Monash University, Australia. He lectures and instructs in both the academic and practical programs. He has worked in the outdoors in New Zealand, the United Kingdom and Australia. His research is focused on studentleader interaction in adventure education, with particular reference to the facilitation of student experiences. His recreational interests include cycling, skiing, and drinking red wine.



Ben Dyson has been a Professor of physical education teacher education for 11 years, and prior to this taught physical education at the elementary, middle, and high school levels for 4 years. He has taught in New Zealand, Japan, Canada, and the United States. He is a citizen of New Zealand and the United States. Working with teachers and preservice teachers has been a valuable resource in his development as a teacher and a learner. His research has focused on innovation in curriculum and instruction in school settings. In 2004–2005 he will initiate a research project to study the implementa-

tion of an integrated physical education, science, and reading curriculum with middle school students in Memphis City Schools. Professional achievements include presentations at numerous state, national, and international conferences, and publications in several practical and research journals. He is the academic coordinator for the Physical Education Teacher Education Unit in the Department of Health and Sport Sciences at the University of Memphis. Ben is married with two children, and when he can, he likes to participate in outdoor activities (kayaking, skiing, and hiking). He has competed three times in the Memphis in May Triathlon, and twice in the St. Jude's half marathon.



Shirley Ann Holt/Hale is an elementary physical education teacher at Linden Elementary School, Oak Ridge, Tennessee. She is the author of *On the Move*, and co-authored *Children Moving* with George Graham and Melissa Parker. Shirley serves as a consultant on curriculum, assessment, and curriculum mapping in elementary physical education. She was on the task force for the development of the National Physical Education (Content) Standards, and chaired the NBPTS Committee for the development of the National Physical Education Teaching Standards. She currently serves as President of the American Alliance for Health, Physical Education, Recreation, and Dance.



Gary D. Kinchin is a Senior Lecturer in Physical Education at the University of Southampton, England, where he is presently Director of Secondary Teacher Education within the School of Education, and Course Leader for Secondary Physical Education. A former head of physical education in public schools in England, Gary completed his master's and PhD at The Ohio State University, and has held academic appointments at De Montfort University, England, and Illinois State University. His current research interests focus on an examination of sport education in the context of the national curriculum for physi-

cal education in England and Wales, and the use of ICT in physical education. Gary currently serves on the editorial board of *Physical Education and Sport Pedagogy*, and is a co-editor of the text, *Sport Education in Physical Education: Research-based Practice*. Gary is External Examiner for the physical education teacher education courses at Loughborough University and Manchester Metropolitan University. An avid follower of rugby and cricket, Gary is married to Valerie, and they enjoy spending time with their two young daughters, Aimee and Ashleigh.



Karen McConnell is an Associate Professor in the School of Physical Education at Pacific Lutheran University. She joined PLU in 1998 after completing her doctorate in Curriculum and Instruction in Exercise and Wellness from Arizona State University. Karen's interdisciplinary wellness background is applied to both her research and service activities. A focus on women's health issues, specifically educating others about eating disorders, body image, and weight related behaviors, is of particular interest. In addition, Karen has served as a consultant to the Comprehensive Health Education Foundation and

the State Office of the Superintendent of Public Instruction in the development and implementation of the Essential Academic Learning Requirements, and the Washington Assessment of Student Learning in Health and Fitness. She is a co-author of the *Fitness for Life* curriculum (5th Edition), which remains the number one selling high school fitness curriculum in the nation, and is a contributing author to the second edition of the *Physical Best Activity Guide: Middle and High School Levels*. Karen is a regular presenter at state, regional, and national conferences. She serves on the advisory and editorial boards of the Women in Sport and Physical Activity Journal, and sits on numerous department and university committees. She has been recognized as the Washington Alliance for Health, Physical Education, Recreation, and Dance University Professional of the Year (2001), and was a recipient of the prestigious Arthur Broten Young Scholars Recognition Program Award (2001).



Steve Mitchell is a Professor and Coordinator of Graduate Programs in the School of Exercise, Leisure, and Sport at Kent State University. Individually and in collaboration with colleagues, he has written numerous books, chapters, articles, and coaching manuals focusing on tactical games teaching. An avid games player, Steve plays competitive soccer and tennis, and recreational (not to mention, bad) golf. Just for fun, Steve also coaches a high school team. Steve's wife Carolyn, and children Katie and Matthew, are also enthusiastic game players.



Judy Oslin is a professor of physical education teacher education at Kent State University where she teaches courses in game performance, physical education content and methods, sport ethics, and contemporary issues in exercise, leisure, and sport. Her scholarly interests focus on the effects of the tactical games approach on teaching and learning. Judy has presented numerous workshops and clinics on the tactical approach to games for teachers, coaches both nationally and internationally, and has co-authored three books and numerous chapters and articles on teaching and assessing game tactics.

She has served as a reviewer on the editorial board of JTPE and the Physical Educator, is a member of the NAGWS board of directors, secretary/treasurer of the AERA-SIG for physical education teacher education, and has held numerous leadership positions within OAHPERD. Currently, Judy is working with physical educators in the Cleveland Municipal School District on a number of professional development initiatives.



Mary O'Sullivan is currently a Professor for Physical Education and Youth Sport in the Department of Physical Education and Sport Science at the University of Limerick, Ireland. She is on leave from her role as Professor of Sport and Exercise Education and Associate Dean of the College of Education at The Ohio State University. Mary is currently involved in establishing a Physical Education and Youth Sport Research Center at the University of Limerick. She has published research on teachers, teaching, and teacher education. She is particularly interested in the impact of current educational and

public health policies on physical education and youth. She likes to hike, and read mysteries and biographies.



For the past 6 years, Jim Stiehl and Missy Parker have taught together at the University of Northern Colorado; however, their professional relationship spans over 15 years. They first became acquainted through a shared interest in personal and social responsibility, arriving at that point from different pathways. Jim was inspired and guided by the late Muska Mosston, and Missy by Kate Barrett. Although their mentors were very different from each other, they both shaped their respective lives and careers by encouraging them to pursue what they themselves believed to be worth doing. After work-

ing together, Stiel and Parker subsequently discovered a mutual interest in outdoor education, again from different paths: Missy, via a fellow graduate student at Ohio State University, which led to graduate study in that area; Jim, via a colleague at the University of Colorado who persuaded him to learn more about the backcountry in which he was spending so much of his time. Their most compelling similarity is a shared belief that all education should offer change, challenge, and choice.



Gay L. Timken is an Assistant Professor of Physical Education Teacher Education at Western Oregon University. She teaches theoretical courses in methodology and curriculum, activity courses focused on Games for Understanding and Sport Education, and supervises student teachers. Research interests are in the area of teacher education and development. Gay enjoys reading, cycling, running in the forest, and scuba diving.