A photograph of various physical education equipment, including three large balls (green, red, and pink) and several smaller balls (green, blue, and pink), along with colorful rings and a jump rope, all arranged on a dark wooden table. The background is slightly blurred, showing a gymnasium setting with a basketball hoop and other equipment.

Jacalyn Lund  
Deborah Tannehill

# Standards-Based Physical Education Curriculum Development

**Second Edition**

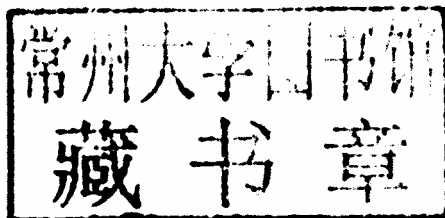
# Standards-Based Physical Education Curriculum Development

Second Edition

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*For Jeff and Nick with much love.*

*In memory of mom, Betty-Lee Tannehill.*

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

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*Daryl Siedentop, PhD, Professor Emeritus,  
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It is clear that standards-based curricula are now common for most subjects taught in American schools. In many subject areas, standards adopted by states are most often those developed by the national organization that represents the subject field. Thus, the physical education standards developed by the National Association for Sport and Physical Education (NASPE) are the standards most frequently adopted by states to inform teachers of the primary outcomes to be achieved in physical education at each grade level.

The dominant movement in public education today will likely be known 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 matters and that teachers plan learning experiences so students gradually move toward the mastery of those standards. How timely, therefore, that this curriculum text in physical education is developed wholly around the theme of the NASPE standards for K–12 physical education.

The NASPE standards, however, are somewhat different than standards in other subject areas; most science or math standards identify exactly what students should be learning in the 5th, 7th, or 9th grades. The NASPE standards do not tell us when—or even if—a student should learn a specific 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.

Many school districts approve a “district syllabus” for each school subject. Most district physical education syllabi include a large number of potential activities because teachers are at risk if they teach an activity that is not included in the district syllabus. In some districts, and even in a very few states, outcomes and syllabi in physical education have narrowed in order to focus on what has come to be called “health-related physical education” (HRPE). In good physical education programs, students experience a thoughtful variety of activities with sufficient time and progression

in each activity to allow them to achieve the NASPE standards for a particular grade level. Sadly, other students will experience a hodgepodge of activities with insufficient time in any of them to become proficient, a result of which can be that they fail to meet any NASPE standards.

In *Standards-Based Physical Education Curriculum Development, Second Edition*, Jacalyn Lund and Deborah Tannehill wisely suggest that a good strategy to design a curriculum that both 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 models to describe the model and how to implement the model to achieve NASPE standards. Each chapter describes a main theme model, written by experts who have helped to develop the model and have experience implementing it. Some of the models, such as Fitness Education and Adventure Education, define the activities appropriate to the model; one is not likely to find a table tennis unit in either of these curricula. Other models, such as Personal and Social Responsibility and Sport Education, do not delineate particular activities but do require a particular pedagogy; Sport Education has been used for dance, fitness, outdoor, and sport activities, but the pedagogical model includes forming small, mixed-ability “teams” and having students learn all the roles necessary to implement the activity (e.g., compete, referee, keep score, organize equipment).

In examining the model theme curricula, readers will become aware that several have a distinct pedagogical approach that is part of the curriculum; 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. Readers would have to be comfortable with that pedagogical approach in order to implement that curricular theme.

The chapters are designed to help readers see what would be required to implement the themes in a school setting. Lund and Tannehill argue for a multi-model approach to curriculum, where several of the thematic models might be used in a school program. With reasonable time allotted for K–12 physical education, I can envision how a school district might decide to plan a Skill Theme model for Grades K–3, a Teaching Games for Understanding model in Grades 4–6, a Fitness Education model for middle school, and a Sport Education model for high school.

I have long believed that high school students should be provided choices from among attractive courses. Thus, several of the models might be appropriate for high school students, particularly the Fitness, Adventure, and Sport Education approaches. One of the primary benefits of this text is that it will require readers to think seriously about these issues and allow them to get to know models that fit their own predispositions.

Finally, this text is quite strong on assessment as one might expect from an approach committed to standards-based curricula. Put simply, organizing a curriculum to achieve standards requires ongoing assessment appropriate to the standards. The primary authors have a wealth of experience and expertise in assessment, and this is demonstrated throughout the text. *Standards-Based Physical Education Curriculum Development, Second Edition*, is a welcome addition to the resources that physical education teachers can use to develop and sustain high-quality physical education programs that are responsive to national standards as well as that provide learning opportunities for students through which students come to value the physically active lifestyle. This text also is a wonderful resource for teacher educators in physical education as they prepare the next generation of teachers to develop high quality physical education programs in schools.

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## Reference

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Siedentop, D., Hastie, P. A., & Van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.

While some people are wary of change, others view it as an opportunity. *Standards-Based Physical Education Curriculum Development, Second Edition*, is written to help those of you about to undertake a project to develop a new physical education curriculum for your school or district. This is an exciting time for your physical education program because you have the opportunity to create a curriculum designed to deliver a unique and satisfying physical education experience to the next generation of your community. An excellent physical education program has the potential to improve both the quality and quantity of life for its participants.

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## Updates to the Second Edition

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In the *Second Edition* of this book, you will find several changes as the result of suggestions from our reviewers. Overall changes include the order of the chapters (grouping them in different ways from the first edition), updated references throughout the chapters, and a list of resources at the end of each chapter that students and teachers should find helpful as they seek additional information on the curriculum models discussed. We spend more time in Chapter 2 expanding on unpacking the NASPE standards, infusing technology, and the step-by-step process of building a curriculum.

A new introduction to the Main Theme Curriculum Models explains and differentiates between curricular and instructional models as well as provides an example of a multimodel curriculum. Chapter 4 has been reorganized to promote a better understanding of the assessment process as well as a revised section on developing rubrics for physical education. Doris Watson has joined with Gay Timken to write Chapter 5. Together they weave ideas from several new references into a powerful chapter on diversity. The Skill Themes chapter (Chapter 7) is now foregrounded with discussion of Developmental Physical Education before providing more concrete applications of the Skill Themes model as one example of developmental. Chapter 8 has been revised to include additional instructional ideas to expand the Adventure Curriculum model. When examining the Teaching Games for Understanding, the reader will note in Chapter 10 that the authors have clarified the progressive and sequential learning to better assist you in understanding how to begin and how to progress.

More detail is provided in Chapter 11 on how to actually plan a Sport Education season. The chapter also provides numerous examples of assessment tools to be used during a season. The Cultural Studies chapter has been revised to include examples of “real” programs that use this model and assignment examples that have been effective with young people. This text concludes with Chapter 14, which explains how a physical education curriculum can move from very good to great.

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## ***Arrangement of Standards-Based Physical Education Curriculum Development***

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Before beginning the process of writing curricula, 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.

Writing a curriculum is hard work. To make sure that the hard work represents a product of the highest quality, there is still much to be done. Chapter 3 offers a means for evaluating the worth of your physical education curriculum. No matter how good a curriculum is, it can always be improved. This chapter explains the process for looking at the current status of the program and obtaining information that will help you make meaningful changes where they are needed. 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.

Assessment is a key component of developing a standards-based curriculum. Also included in Section I is a brief overview of the various types of assessments 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. All too often, curricular choices are made because of teachers’ preferences rather than on the needs of



the students. School populations represent the communities that surround them. Our goal in this text is for the reader to create a curriculum 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 with which 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 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					
	1	2	3	4	5	6
Cultural Studies			m		m	m
Personal and Social Responsibility	M	m	m	M	M	M
Teaching Games for Understanding	M	M			m	M
Skill Themes	M	M	M	M	M	M
Adventure Education	M	M	M		M	M
Outdoor Education	M	m	m	M	M	M
Sport Education	M	M	M	m	M	M
Fitness Education	m	M	M	M	m	M

*Legend:* M indicates a major focus on the standard; m suggests a minor focus.

Each of the chapters in Section II has been written by a recognized expert(s) in the respective curriculum model. The authors have 1) developed the model, 2) conducted research on its application, 3) provided workshops to teachers and school districts on how to implement it, and/or 4) 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