Chapter 23

Developmental Physical Education Curriculum

# Summary

The physical education curriculum is an integral part of the overall elementary school program. It incorporates a broad series of movement experiences that enable children to acquire the knowledge, skills, and dispositions to become physically active individuals. This chapter provides a six-step approach for designing and implementing a developmental standards-based curriculum:

1. Establish a value base.
2. Develop a conceptual framework.
3. Determine program goals.
4. Design the program.
5. Establish assessment procedures for the program.
6. Implement the program.

The chapter also addresses comprehensive school physical activity programs, including the five key components, as well as the role of recess and the incorporation of daily fitness and intramural and special programs (e.g., Jump Rope for Heart).

# Key Objectives

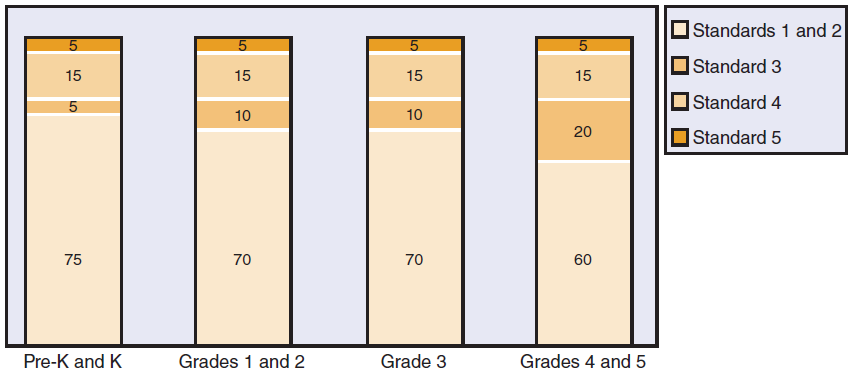
* Describing the relationships among the six steps in developing a physical education curriculum
* Designing block plans from sample yearly outcomes
* Providing a rationale and description for a comprehensive school physical activity program

# Big Ideas

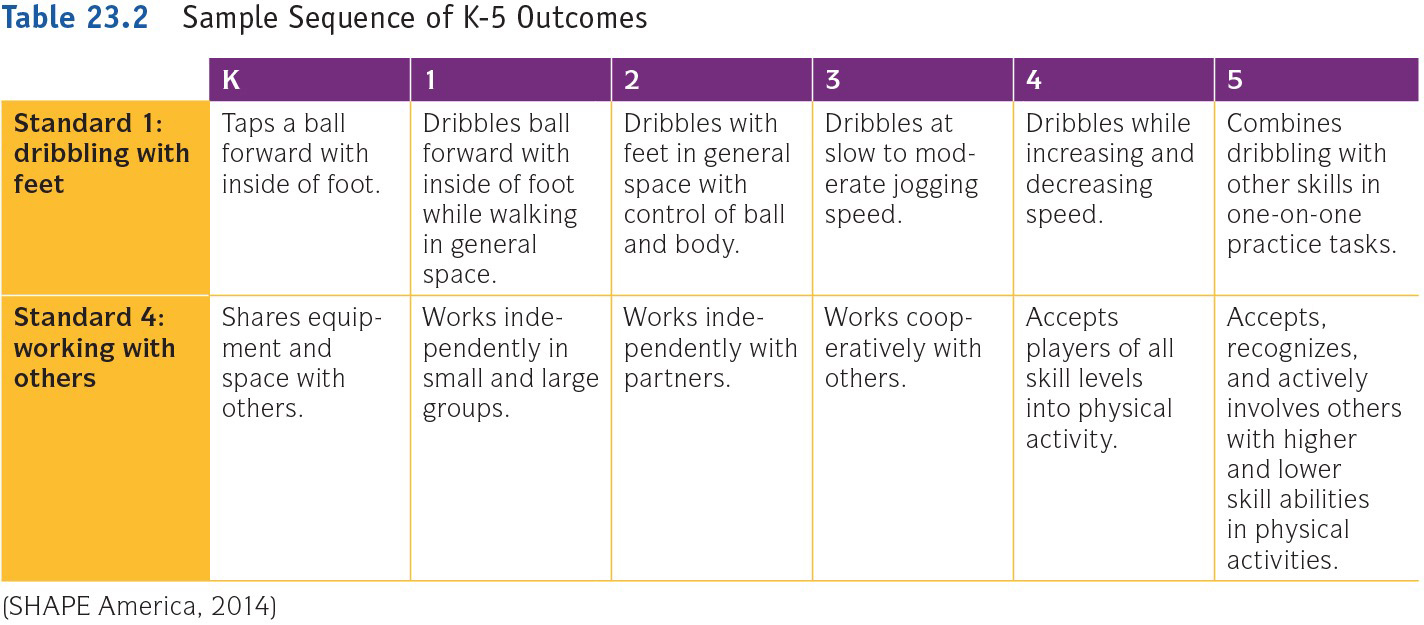
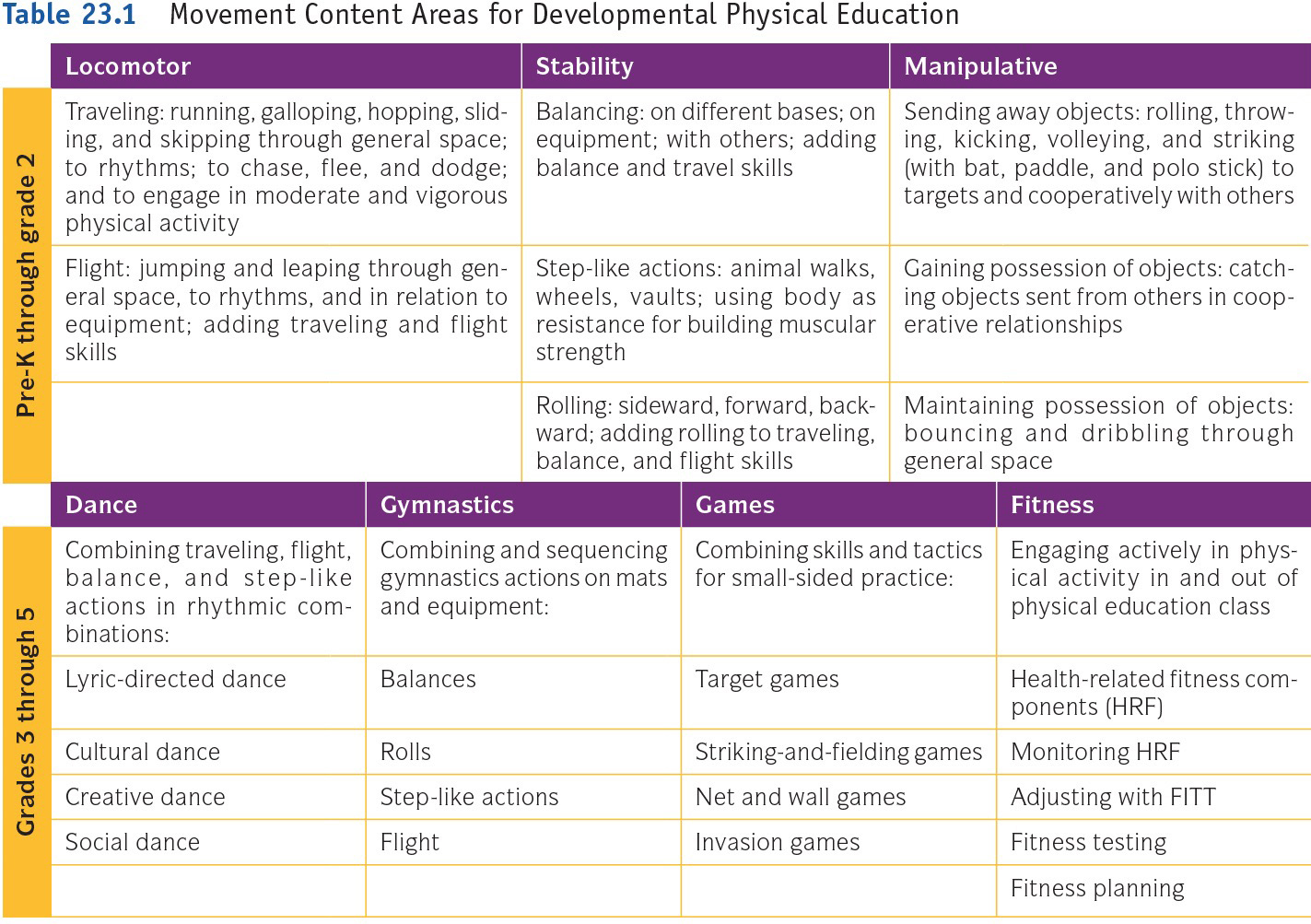
* Each of the six steps for designing a curriculum builds on the previous step.
* The cornerstone of a developmental conceptual framework is the value of physical education as a way to ensure that students develop the knowledge, skill, and motivation to engage in health-enhancing physical activity for life.
* The developmental conceptual framework is reflected in the national K-12 physical education standards and K-5 grade-level outcomes, which are used to design the scope and sequence of an elementary physical education program.
* Program assessment helps verify that the unit and lesson plans in the program’s scope and sequence have prepared students to reach the grade-level outcomes; if outcomes are not met, the assessment also helps teachers make adjustments in the program.
* Block plans provide the structure to flesh out measurable objectives, assessments, and learning activities for unit and lesson plans that help children reach grade-level outcomes.
* A comprehensive school physical activity program provides opportunities for all school staff to become physically active and for children to apply what they have learned in physical education class to leading a healthy and active life (Centers for Disease Control and Prevention, 2013).

# Part 1: Curriculum Planning

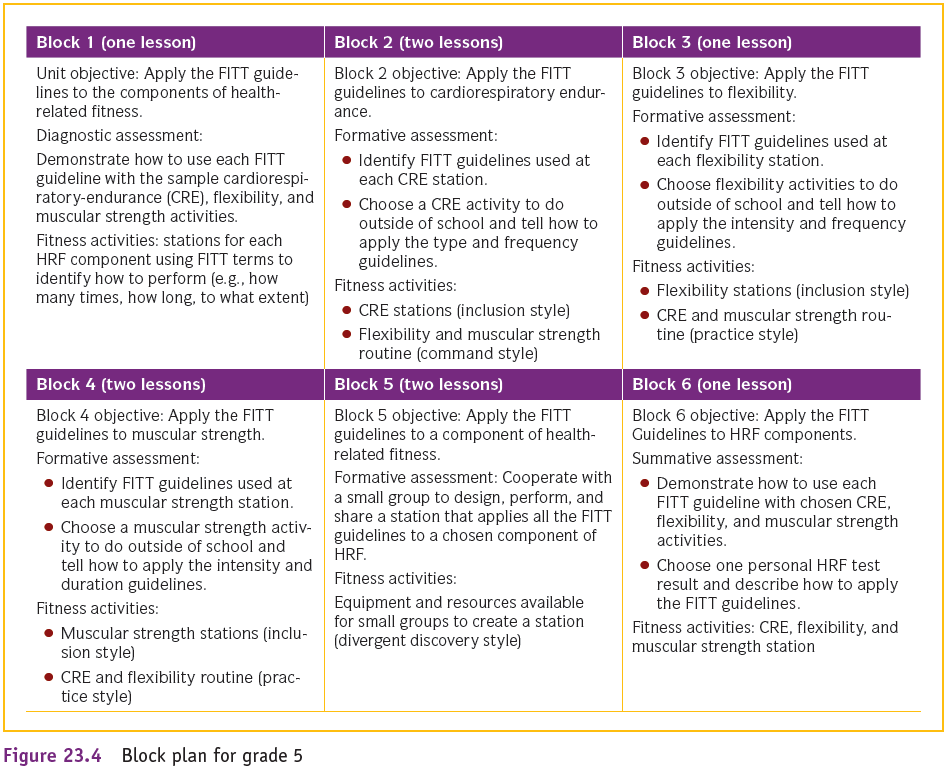
A. Outline a scope and sequence of instructional units for grades K-2 or grades 3-5 that reflects the emphasis for standards reported in figure 23.2. Refer to table 23.1 for the scope of the curriculum and the example in table 23.2 for ideas about sequencing curricular areas. The national K-12 content standards and grade-level outcomes for physical education (SHAPE America, 2014) is also a good resource.



**Figure 23.2** Emphasis for each standard in pre-K through grade 5.

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B. Choose a unit of instruction from question 1, then write goals and outline a block plan using the appropriate section from the textbook (chapters 15 through 17 or chapters 19 through 22) and the national K-12 content standards and grade-level outcomes for physical education (SHAPE America, 2014) as resources. The block plan should include at least 6 blocks representing 6-10 lessons and include a sequence of unit objectives, assessments, and learning activities. Refer to figure 23.4 for an example.

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# Part 2: Comprehensive School Physical Activity Program

Develop interview questions to ask elementary physical education teachers about the content and extent of the comprehensive school physical activity programs in their schools. Compare their answers with the recommendations outlined in the textbook chapter.

# Review Questions

1. Describe the rationale for the order of the six steps for developing a curriculum.
2. Describe how teachers can effectively determine the units of instruction to use for a certain grade level.
3. What data would a school assessment coordinator want to obtain from an elementary physical education teacher in order to report on how well students are progressing toward meeting national physical education standards?
4. Describe the components of a comprehensive school physical activity program and explain how a physical educator can support students and staff in developing a habit of daily physical activity.