

As a physical educator, or future physical educator, you have been or will be tasked with ensuring that children learn the knowledge, skills, and confidence that will enable them to be physically active for a lifetime. To develop physically literate individuals, you need to provide quality teaching and have a sound understanding of a teaching for learning approach. As listed in the preface, several components define teaching for learning:

- Understanding students and student motivation
- Working knowledge of standards-based outcomes and appropriate content to achieve those outcomes
- Ability to plan for learning in the short and long term
- Management and teaching skills to ensure an equitable environment that fosters student learning in three domains
- The commitment and means to assess student learning, track student progress on learning, and make adjustments to instruction so that students can progress toward acquiring knowledge, skills, and confidence

In broader terms, a teaching for learning approach focuses on creating and implementing a quality standards-based physical education program that includes appropriate planning,

implementation of best practices through instruction, and assessment of student learning. This approach is in stark contrast to an activity-based approach in which teachers select an activity they are comfortable with and want to teach. They provide limited or no instruction and simply “play the game” (see the sidebar for a comparison of the two approaches). This book attempts to provide you—preservice, beginning teachers, and experienced teachers—with a detailed breakdown and guide of these teaching for learning components. But learning about the details, you need to know how all these components align at the level of both the physical education program (i.e., curricular) and the unit of instruction (i.e., lesson).

CURRICULAR ALIGNMENT IN PHYSICAL EDUCATION

As a preservice teacher, you will not be focused on **curricular alignment** in your methods and content courses and field-based experiences. But as a beginning teacher, upon hire, you will immediately need to have knowledge of your school or school district’s physical education curriculum, and if a curriculum is not already established, you might be expected to develop one. Your heart might have skipped a beat on reading that, and rightfully so; curriculum development is a daunting task for

Comparison of the Teaching for Learning and Activity-Based Approaches

Teaching for Learning Approach

- Standards and outcomes based
- Detailed planning of units and lessons
- Purposeful and meaningful instruction across all three learning domains
- Developmentally appropriate content
- Sufficient time on task and modified game play
- Specific feedback provided to improve performance
- Assessment of student learning

Activity-Based Approach

- Not aligned to standards or outcomes
- No planning—random selection of the unit
- No or minimal instruction—may go over rules, name moves or skills
- Adult version of the game
- No skill development, all game play
- General or no feedback provided
- No assessment

beginning teachers. Although curriculum development is not the focus of this book (refer to the book *Standards-Based Physical Education Curriculum Development* if interested), you need to understand what a curriculum is, what is included in a physical education curriculum in its broadest sense, and how the components align with one another.

A curriculum “includes all knowledge, skills, and learning experiences provided to students within the school program” and “represents the plan that guides delivery of [these] learning experiences and instruction” (Lund and Tannehill, 2015, pp. 6-7). For many years, a physical education curriculum was simply a list of content that would be taught over the course of the academic year, using an activity-based approach. For example, at the elementary level, content would focus on throwing, catching, and tag, whereas at the middle and high school levels, content would include basketball, volleyball, and soccer. Basketball might be taught year after year, yet *what* was being taught was always the same, so students experienced many of the same activities and games every year. Ever since the former National Association for Sport and Physical Education (NASPE) published the first National Standards for Physical

Education book in 1995, physical educators, as a field, have been on a mission to provide students with learning experiences that are standards based. Thus, many physical education programs today offer a standards-based curriculum to their students, which encompasses SHAPE America’s *National Standards & Grade-Level Outcomes for K-12 Physical Education* (2014), **curriculum and unit goals**, specific **curriculum models** and content, and curriculum **assessments** (see figure 2.1).

National Standards and Grade-Level Outcomes for K-12 Physical Education

National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America, 2014) provides teachers with a framework for producing physically literate individuals who demonstrate what they know and are able to do by the end of each grade. These **standards and outcomes** aid preservice and in-service teachers in planning their physical education curriculum, whether that be for a specific grade level, grade band, or comprehensive K-12 curriculum. The idea is that the National

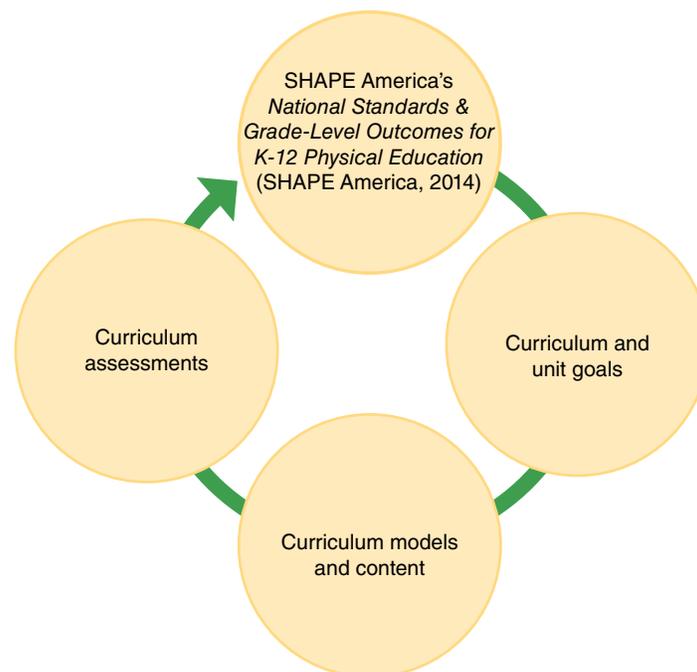


FIGURE 2.1 Components of curriculum alignment.

Standards are the basis for all student-learning opportunities, which counters the former physical education curricula that were based solely on content and activity selection. For more information on the National Standards, refer to part II of this book, which addresses each of the five standards in stand-alone chapters to help guide your program, unit, and lesson planning.

Curriculum Goals

Grade-level outcomes were not included in the second edition of *National Standards for Physical Education* (National Association for Sport and Physical Education, 2004), causing many teachers to struggle with how to design a meaningful curriculum for students that aligned with the standards. The first step was, and still is, to break down or unpack the standards into general and specific curriculum goals that reflect what teachers want students to learn and achieve by the end of a grade band. Fortunately, the third edition of *National Standards* (SHAPE America, 2014) includes specific grade-level outcomes that provide teachers with a more detailed guide on which to base curricu-

lum goals that align with the national standards. The following three examples, one each at the elementary, middle, and high school level, of what these specific outcomes look like will give you a clearer picture of the standards and outcomes. Outcome S1.E3.5 under Standard 1 (competency in motor skills and movement patterns) for grade 5 reads as follows: “Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks in game environments” (SHAPE America, 2014, p. 26). Outcome S3.M16.8 under Standard 3 (achieve and maintain a health-enhancing level of physical activity and fitness) for grade 8 reads: “Designs and implements a program to improve levels of health-related fitness and nutrition” (SHAPE America, 2014, p. 48). Outcome S5.H2.L2 under Standard 5 (recognizes the value of physical activity) for high school reads: “Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity” (SHAPE America, 2014, p. 60). The goal is for you to develop curricular (and unit and lesson) goals that align with the standards and outcomes.



Physical education teachers should offer quality instruction that is aligned with National Standards and Grade-Level Outcomes, as well as specific learning goals.

Curriculum Models and Content

In physical education, there is no national curriculum, so physical education teachers usually have autonomy in the structure and content they teach, as long as instruction is aligned with the National Standards. Students need to demonstrate their progress toward the standards in multiple ways in a variety of physical activities. They may even have a choice in the content they participate in, which would ideally increase their motivation to engage in physical education. Some states and specific school districts have fixed policies and by-laws that may influence the autonomy that teachers have in developing their own curriculum. Regardless of your circumstance, you will have some flexibility in the third phase in developing curriculum alignment, curriculum models, and content, which is the basis on which you provide instruction to students. Curriculum models provide a framework, or blueprint (Metzler, 2011), that has a specific and clear focus on how to provide instruction based on the content. Each curriculum model is based on a main theme (e.g., tactical games, adventure education, personal and social responsibility, skill themes) and is designed with the intention of providing learning experiences that allow students to achieve the selected curriculum goals and ultimately meet the selected standards and grade-level outcomes. Chapter 11 in part III provides more information on a variety of curriculum models that can be implemented at the elementary, middle, and high school levels.

Curriculum Assessments

How do you know whether students are meeting the standards? How do you know whether your physical education program is effective? To answer these questions, you need to develop or use curriculum assessments that align with the National Standards and Grade-Level Outcomes for all standards that you address in your physical education program, not for just one particular standard (e.g., skills tests for Standard 1 and fitness testing for Standard 3). In most states, standards-based accountability mandates ongoing assessment of students' progress and evidence of student growth (SHAPE America, 2014). To provide this evidence, you must conduct assessment continuously throughout the learning process and track data over time. Specifically, you need to implement assessments that evaluate the goals of the curriculum and indicate whether student learning occurred as a result of completing the physical education program (Lund and Tannehill, 2015). Because there is no national curriculum, there are no required assessments to measure the quality of physical education programs. But you can use SHAPE America's (formerly NASPE's) *PE Metrics* (2008, 2010, forthcoming) to assess student learning and evaluate the effectiveness of your physical education program.

Collectively, the National Standards and Grade-Level Outcomes, curriculum goals, curriculum models and content, and curriculum assessments are all interconnected. They must align with one another for effective teaching for learning to occur at the curriculum level.

KEY POINTS

- A teaching for learning approach focuses on creating and implementing a quality standards-based physical education program, which includes appropriate planning, implementation of best practices through instruction, and assessment of student learning.
- A curriculum includes all the knowledge, skills, and learning experiences provided to students within a school physical education program.
- Curriculum alignment includes the National Standards and Grade-Level Outcomes, curriculum goals, curriculum models and content, and curriculum assessments.