A REVISED PHYSICAL EDUCATION CURRICULUM FOR THE TULSA PUBLIC SCHOOLS

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1985

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FOR THE TULSA PUBLIC SCHOOLS

Thesis Approved:

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PREFACE

The rapidly changing economic and cultural patterns of our present society are altering the demands made upon children, youth, and adults. To be satisfied with this revision and to stop here will only mean a retardation to the program. The results of this survey gave a favorable response to the need of a basic, sequential, progressive curriculum in physical education, K-12. This revision should serve as the beginning of a continuing procedure for reviewing and improving curriculum materials.

The results of this study served a twofold purpose: It compiled the history of the Tulsa Public Schools' physical education and compared it with the pendulum of our society during different eras. It also provided the need for future guides for grades 6 through 12 in the following areas: aquatics, developmental activities, extended programs, health, individual sports, outdoor education, recreational activities, rhythmic activities, special programs, team sports, and an administrative and procedure guide for physical education, grades K-12.

I wish to express personal gratitude to my major adviser, Dr. Betty Abercrombie, for her guidance, motivation, and assistance throughout this study. The undertaking of the study would never have been initiated had it not been for her lectures in curriculum development class. Appreciation is also expressed to committee members (Dr.

John Bayless, Dr. Betty Edgley, and Dr. Robert Kamm) for their assistance in the preparation of the final manuscript.

The study would have been nearly impossible without the guidance and approval of my instructional assistant directors, Ms. Barbara Marshall and Mr. Edward Lacy, who in countless discussions have helped clarify my ideas about curriculum. Special commendations goes to the members of the curriculum revision coordinating committee: Mrs. Florence Bear, Mrs. Marjorie Dougherty, Mr. Joe Maxfield, Mr. Eli Brown, Mrs. Kathy Dinneen, Ms. Suzette Eberhard, Ms. Jacqueline Monroe, Mr. Don Undernehr, and Dr. Lyle Young; and to the curriculum revision subcommittee: Mrs. Caryl Clement, Ms. Linda Gunning, Ms. Darlene Knigge, Ms. Margaret McNamara, Ms. Stella Waters, and Mrs. Phyllis Worthley, who worked hard in making the ideas of the teachers, students, and community a reality. Thanks must also be extended to all of the teachers in the Tulsa Public Schools and to Mrs. Beatrice Lowe for her contributions and use of her older guides; and to Laura Nichols and Madeline Gilmore for their assistance in typing early drafts of the manuscript.

I wish to thank my parents for helping me gain a valuable understanding of my needs and interests in the early years of my life and who inspired me to work with children and to seek my goals.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

The 1890's and early 1900's brought about a number of significant educational events that intensified interest in curricular concerns (Zais, 1976). Eliot's (cited in Zais, 1976) famous report of 1893 dealt with required courses, electives, college preparation, and subjects. Dewey was involved with curriculum experimentation and innovation and Bobbitt, in 1918, wrote How to Make a Curriculum (cited in Zais, 1976). Eliot, Dewey, and Bobbitt were all responsible for the formation of curriculum which derives from a Latin word meaning "a race toward the finish line, a diploma." This race should be accomplished through curriculum improvement by making changes to meet the needs of society.

Curriculum planners influence and shape the content and organization of the curriculum. Curriculum planners must have the insight to modify and adapt existing patterns that are feasible and effective for a specific situation and school level based on the following criteria: needs of the student, the number of students, preentry skills, objectives, number of instructors, equipment and supplies, scope and sequence and types of strategies (Annarino, Cowell, Hazelton, 1980). Annarino, Cowell, and Hazelton (1980) stated in the preface that:

> The primary function of a curriculum is to translate educational philosophies and theories into a series of progressive, meaningful, and guided experiences for children and youths to attain long-range goals (p. vi).

Tulsa Public Schools, like many other schools, has suffered in the last decade due to economic inflation, financial failure, low test scores, desegregation and mainstreaming which have all played a role in education disenchantment (Robinson, 1980). To determine change and philosophies, the curriculum planners need to know where we have been, where we are now, and where we will need to be (Robinson, 1980). Presently, Tulsa Public Schools physical education has a guide for elementary and a guide for secondary with no sequential development from grades K-12.

Purpose of the Study

Physical education has suffered from a lack of progressive sequential programs from elementary through secondary. The physical education curriculum guides are two separate guides, an elementary guide, and a secondary guide. There was no guide that was sequential from grades K through 12 in physical education, or a guide that was sequential in procedure and administration from grades K through 12 in physical education, or a curriculum guide for both boys and girls in the middle school through high school.

Statement of the Problem

The purpose of this study is to revise the physical education curriculum for the Tulsa Public Schools in order to provide a progressive, sequential program for grades K-12.

Background of the Study

Tulsa Public Schools' obligation is to assist each child to develop as fully as possible the intellectual, physical and moral potential which he/she may possess in order to live a satisfying life (Tulsa Public Schools, 1976). In 1947, the first curriculum guide for physical education was developed for Tulsa Public Schools. Earlier, guides included purposes for teaching physical education, methods of organizing and managing the programs, and activities for the physical education program. These early guides were directed to assisting the elementary teachers. In the 50's, a different program became popular in physical education as the activities in the guides consisted primarily of rhythms and posture development programs. In the 60's, the popularity in physical education shifted once more, and the guides included primarily gymnastics and rhythms; separate guides were established for girls and boys at the secondary level. In 1980, a thorough elementary guide was established for the elementary age child which included rhythms, posture, gymnastics and a variety of skills and games. In 1981, a policy guide was developed for physical education in the secondary schools which included organization, administration, Title IX, and co-ed physical education.

Assumptions

The author assumed that the survey distributed to the physical education teachers of Tulsa Public Schools regarding curriculum revision was answered truthfully by each of the teachers surveyed. Library copies of older guides were not available; therefore, the author also

assumed that the guides that were available for review were guides that represented the curriculum foundation for the past years in Tulsa Public Schools.

Limitation

The following is a limitation to this research:

The guide was established for the Tulsa Public Schools.

Delimitations

The following are delimitations to this research:

1. The results of the survey administered to the Tulsa Public Schools' physical education teachers reflected the ideas of elementary teachers primarily since there are more elementary schools than middle or high schools in Tulsa.

2. Some of the physical education curriculum guides used during previous years by the Tulsa Public Schools were not available to review.

Definition of Terms

The following are terms pertinent to the present study:

Affective Domain: "A healthy response to physical activity" (Annarino, 1981, p. 69).

Athletics: The athletic program in Tulsa Public Schools include a variety of sports offered only at the high school level. Competition against other schools is either during or after school.

Cognitive Domain: "Intellectual development of knowledge, intellectual skills and abilities" (Annarino, 1981, p. 69).

Coordinating Committee: Membership of some of the principals of the schools involved, system heads of physical education, and physical education teachers representing the different levels (Annarino, 1981, p. 77).

Curriculum: "A plan for the education of learners" (Zais, 1976, p. 1). "A series of progressive, meaningful, and guided experiences for children and youth" (Annarino, 1981, p. 1).

Curriculum Guide: "A guide for teachers and students and indicates how educational philosophy and theory are translated into action" (Annarino, 1981, p. 74).

Elementary: Grades kindergarten through fifth in Tulsa Public Elementary Schools.

Grade Levels: A term which refers to elementary school grade level, middle school grade level, and high school grade level.

Health Education: Those experiences which positively influence the students' knowledge and attitudes, and those practices related to ones personal, family, and community health.

High School: Grades ninth, tenth, eleventh, and twelfth in Tulsa Public secondary schools.

Intramurals: "The intramural program is an extension of the physical education program. It is an opportunity for students to 'try out' what they have learned" (Annarino, 1981, p. 354).

Lifetime Activites: Activities that apply in the daily lives of the pupil and meet present and future needs.

Middle School: Grades sixth, seventh, and eighth in Tulsa Public secondary schools.

Minor Sports: In the Tulsa Public Schools, sports that require only one coach and have a shorter season are minor sports.

Physical Domain: "Proper functioning of the body systems so that the individual may adequately meet the demands of the environment" (Annarino, 1980, p. 70).

Physical Education Activity I: Activities most often taught in the ninth and tenth grade as listed in scope and sequence (Table XIII, Chapter IV).

Physical Education Activity II: Activities most often taught in the eleventh and twelfth grades as listed in scope and sequence (Table XIII, Chapter IV).

Psychomotor Domain: "Harmonious integration of the nervous and muscular systems to produce desired movements" (Annarino, 1981, p. 65).

Scope: "A term generally employed in the field to refer to breadth and depth of the content" (Zais, 1976, p. 338).

Self-Contained: Confining all subjects taught under one person.

Sequence: "The order in which curriculum content is presented" (Zais, 1966, p. 340).

Sportsdays: Sportsdays in the Tulsa Public Schools are an extension from the physical education program which go beyond the confines of the school.

Subcommittees: Membership includes interested and experienced representatives with expertise for the various grade levels involved in the teaching of physical education (Annarino, 1981, p. 78).

Summary

The rapidly changing economic and cultural patterns of our present

society are altering the demands made upon children, youth, and adults. The physical educator, too, must change the program to meet the demands of today's society. The curriculum, intending to point a way to the teacher, depends a great deal on how much effort a teacher will put into the instruction of physical education. As was quoted by Lewis Carroll in Alice in Wonderland: "Would you tell me please, which way I ought to go from here?" 'That depends a good deal on where you want to get to,' said the cat" (cited in Tulsa Public Schools, 1976, p. 3).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A review of the literature was made in an attempt to ascertain pertinent information concerning curriculum revision in physical education. Numerous books, articles, teacher's comments, and curriculum guides were valuable in reviewing the Tulsa Public Schools' physical education views in the following areas: history of physical education, developmental characteristics of the learner, philosophy and definition of physical education, objectives and domains of physical education, curriculum framework, facilities, liability, organization of schools and program content, program design, instructional materials and strategies, intramurals and sportsdays, and curriculum evaluation and appraisal.

Guides established throughout the years in the Tulsa Public Schools, under the supervision of various supervisors, required long hours and hard work by the elementary and secondary teachers. Names of the teachers will not be mentioned in the review of the literature; instead, the coordinating supervisor of each particular guide that was reviewed will be mentioned. Efforts were made to seek older guides, but the following reviewed were the only guides the author was able to acquire.

History of Physical Education

According to Cowell and Hazelton (1955, p. 1), "History is the past of the present," and education takes place in a society which is undergoing rapid change. History repeats itself when the condition as variables of which history is a function are repeated (Cowell and Hazelton, 1955). Sports and games have been a basic part of human experience since the time of primitive man. Survival was largely a matter of physical efficiency. Length of life was related to man's ability to endure outdoor living, to fight off enemies, and to procure his food. The physical qualities of strength, speed, endurance and agility were survival insurance (Cowell and Hazelton, 1955). Physical education in primitive times was directly related to skills and qualities required for living in society.

Physical education has copied, assimilated, and revised aspects of physical education from early settlers and immigrants. From this physical education has established unique programs that contribute to democratic ideals (Cowell and Hazelton, 1955). Physical education has also evolved from the "Battle of the Systems" which include the first World War, the Industrial Revolution, the Great Depression, and the second World War. From these systems significant changes have been made to meet the needs of our democratic society (Weston, 1962).

In the following chapters, a brief history of our nation's crises and changes in physical education will be reviewed and compared to the Tulsa Public Schools' physical education program. Changing times in physical education have been similar to a pendulum swinging from one extreme to another. Each time the pendulum swings it marks a new era.

In 1812, emphasis in physical education was on the development of health and physical condition of the people. German gymnastics were introduced to meet the needs of the people as a whole. Catherine E. Beecher introduced a calisthenic program for men and movement to music, posture, and light weights for women. Dio Lewis brought about light gymnastics and calisthenics which was accepted until the Civil War. The Morill Land Grant Act introduced military drill, gymnastics, and physical training in schools. Physical education began to return to the school curriculum. In 1866, the superintendent of Public Information of the State of California secured the first state legislation to require physical education in the public schools in the United States (Weston, 1962).

Even though there was an emphasis on physical education and legislation had approved requirements for physical education as early as 1866, the Creeks in Tulsa (enrolling 30 students to a tribal school in 1880) were the first to begin. When settlers arrived with the railroad a few years later, they found only citizens of the Creek Nation were allowed to enroll. In 1887, the Tulsa Presbyterian Mission School and Church was established to reach the underprivileged children whose parents could not pay a tuition fee. In 1898, Tulsa was incorporated as a town and the property of the mission school became public property, no longer supported by the Home Mission. Citizens elected school directors to establish common schools in Tulsa, and J. M. Hall became the president of that first school board. In 1905, the first bonds for public school on school property were passed, and the school on Fourth and Boston moved to Fifth and Cincinnati, becoming known as K-12 Central. In 1917, the school was completed with used bricks from

old Central, and the new building became the new Central High School building while Tulsa was being molded (Dunn, 1979). The Society of Directors of Physical Education had appointed a committee to formulate the aims of physical education in 1917. In 1925, the elementary schools' city supervisors of physical education were employed to organize a syllabus and assist classroom teachers in the implementation. Physical education was required in grades one through six for 150 minutes per week. The secondary school did not provide physical education due to the lack of gymnasiums; but, in schools with facilities, physical education was offered as an elective two or three times a week for 45 minute periods. One-fourth of the time was devoted to calisthenics and marching tactics, another fourth was devoted to talks on hygiene, bathing, and dressing, and the other half was devoted to games and recreative gymnastics (Hackensmith, 1966).

Physical education during this period was headed in the right direction until the pendulum began to swing back during the 1929 stock market crash. This resulted in reduced budgets and personnel to 11 percent, and approximately 40 percent of the schools dropped physical education. The staff was limited and teachers had to assume additional assignments. As stated by Hackensmith (1966, p. 4), "Often the athletic coach assumed the physical education teacher's responsibility, and physical education programs suffered since the coach continued to devote most of his energy to his athletic teams." The public sought recreation in less expensive communities, and attendance at recreation centers doubled. Dr. Jay B. Nash published The Administration of Physical Education (cited in Hackensmith, 1966) and the introduction of recreational activities into the school program placed new emphasis

on leisure time preparation. Educators re-evaluated objectives of physical education in terms of individual and social results rather than the number of skills learned. The most frequently mentioned weakness in secondary schools was the organization of health, physical education, intramural, and athletics, which still remained under a single department head. This contributed to the absence of a corrective program and failure to follow-up pupil progress and correct physical defects (Hackensmith, 1966).

In 1933, Skillern constructed the Junior High Athletic Manual (Tulsa Public Schools, 1933). This booklet consisted of eligibility, rules, directory, football, basketball, wrestling regulations and intramurals. Not long after this curriculum guide was established, crisis in the United States struck once more during World War II (Tulsa Public Schools, 1933). Two million registrants between the ages of 21 and 35 years had been examined, and 900,000 were rejected because of mental and physical defects, while 100,000 were rejected for educational deficiencies. The American public was made aware of the health and physical fitness implications. According to Hackensmith (1966), the Armed Forces devoted the first 16 weeks to the physical conditioning of a soldier: "If these young men had been in better physical condition, they could have saved more precious time" (p. 4). The need for a national effort to improve the health and physical fitness of the American citizen was apparent.

In 1942, President Roosevelt established the Office of Defense, Health and Welfare Services, a Division of Physical Fitness to promote interest in health and physical fitness among all age groups. The Army used civilian personnel trained in physical education; departments of

physical education benefited through the improvement of facilities, valuable sports equipment, and supplies at the close of the war. Tests were devised to evaluate push-ups, squat jumps, leg strength, sit-ups, pull-ups, 100-yard pickaback, burpee (20 seconds), and the 300-yard run (Hackensmith, 1966). At the close of the war, professional leadership prepared for readjustment in new trends. Physical training programs in the armed forces demonstrated the need for a vigorous program in the schools. To promote fitness, the President's Council on Youth Fitness, the American Alliance for Physical Education and Recreation, developed a battery of six tests: pull-ups, sit-ups, shuttle run, standing broad-jump, 50-yard dash, softball throw, and 600-yard walk run (Hackensmith, 1966).

In 1951, Helen Corrubia, supervisor for physical education in the Tulsa Public Schools, was making history (Tulsa Public Schools, 1956). Helen Corrubia was noted by her colleagues as the pioneer woman of Tulsa's physical education. She and the program which she developed in Tulsa gained regional and national recognition. A Teacher's Guide for Physical Education in Elementary Schools was developed and divided into three sections: establishing purposes for teaching physical education, organizing and managing the physical education program, and activities of the physical education program. She developed the guide with the following in mind: "Health education is the foundation upon which a physical education program is built, and many activities of physical education have definite and permanent recreational values" (Tulsa Public Schools, 1956, p. 1).

The pendulum toward the betterment of physical education struck once more when The Journal of Health, Physical Education and

Recreation, in December of 1953, published "Muscular Fitness and Health" (Weston, 1962). The Kraus-Weber Test was given to 4,264 American children and 2,870 European children. The test included the following: measure of strength, flexibility, and maneuvers to measure trunk and leg muscles. Of the American children, 57.9% failed; only 8.7% of the European children failed. To fail this test could mean possible orthopedic and emotional difficulties (Weston, 1962). The results of this report shocked President Eisenhower, and a National Council on Youth Fitness was appointed with Vice-President Nixon as chairman. With the nation's trend toward fitness, Helen Corrubia, in 1958, established the Physical Education for Girls, Junior High Schools, A Teachers' Guide (Tulsa Public Schools, 1958). This guide not only specified general policies and physical education activities; it also emphasized posture. In 1959, Posture and Body Mechanics, A Teacher's Guide, was prepared by Lulu May Waas, an assistant supervisor to Helen Corrubia. This guide explained the posture exercises to be taught in physical education (Tulsa Public Schools, 1959). In 1961, Posture and Body Mechanics for Girls in Junior High School, A Teacher's Guide was constructed by Helen Corrubia. She was the leader of the posture program which included dark rooms in the gymnasium, posture rooms, seminars for picture filming, and how to develop a program. She paralleled the Tulsa Public Schools physical education program with current events of the nation, holding seminars and informing instructors what to teach and for what length of time. She was an energetic and inspiring individual who constantly reminded her colleagues that:

> As physical educators, most of us need to do an about face in response to our conception of exercise.

> Exercise is executed for accomplishing a known specific purpose or objective--the lengthening or shortening of a muscle, a warm-up, a corrective measure to give a muscle better use through its development, or for disciplining a muscle for free but controlled movements" (p.2).

Her philosophy was in harmony with Senator Kennedy when he wrote in Sports Illustrated, 1960, "The Soft American," stating that a growing lack of physical fitness among American children was a threat to national security (cited in Hackensmith, 1966). In 1961, President Kennedy appointed Charles "Bud" Wilkinson as consultant to his Council on Youth Fitness. The committee suggested a blue book that recommended that schools provide a daily period of 15 minutes of rigorous exercise for developmental purposes. A 30-minute period was recommended five days a week for grades 1 through 6 and it was recommended that junior and senior high schools offer a regular class period of physical education five days a week (Hackensmith, 1966). During the time when the United States was stressing the importance of fitness and becoming aware of the importance of physical education, Helen Corrubia had also established the Percentile Norms for Selected Tests of Physical Fitness for Girls in the Junior High Schools (Tulsa Public Schools, 1962). The girls were classified according to height, weight and age by converting factors into exponents for classification of A through K and were then compared to percentile norms to establish their fitness in the following tests: 50-yard dash, pull-ups, shuttle run, broad jump, sit-ups, sit and reach, and 600-yard run-walk test.

In 1963, Beatrice Lowe became supervisor for Tulsa Public Schools' physical education. She followed the same procedure Helen Corrubia had followed and developed Percentile Norms for Selected Tests of Physical Fitness for Boys and Girls in the Elementary Grades (Tulsa

Public Schools, 1963), bringing in new ideas to Tulsa Public Schools' physical education programs; however, to do this, parts of the past curriculum had to be sacrificed. She sold the cameras and did away with the thorough posture program, although some aspects of Helen Corrubia's posture program were retained. Beatrice Lowe's curriculum guide for the Tulsa Public Schools included the following: Gymnastics and Posture, A Teacher's Guide (Tulsa Public Schools, 1966) which emphasized different routines, skills and stations in gymnastics; A Teacher's Guide for Physical Education in the Elementary Schools (Tulsa Public Schools, 1967), which emphasized the relationship of physical education to the total program of education, aims, policies, safety, special education, fitness, lesson plans, posture exercise, gymnastics, rhythms, and organized games; A Teacher's Guide for Girls' Physical Education in Secondary Schools (Tulsa Public Schools, 1967), which consisted of aims, policies, safety, swimming, fitness, gymnastics, team sports, lifetime skills, individual sports, dance, tests, grading, and intramurals; and Teacher's Guide for Elementary Rhythms (Tulsa Public Schools, 1968), which consisted of a thorough rhythms program according to grade levels. She was also responsible for the construction of homemade gymnastic equipment, the gymnastic movement in Tulsa Public Schools, and the beginning of the Tulsa State Fair physical education demonstrations. Lowe's philosophy was to "take the child from where he is to where he can go" (Tulsa Public Schools, 1967, p. 5). She constantly stated that teachers cling to their myths which are rag dolls that are clutched for security. She believed that teachers need to rethink some of the myths of their profession and need to work towards developing an informal and intelligently critical

public. If not, she believed the schools would atrophy, and modern buildings would become the graveyards in which the bones of curriculum dinosaurs moulder through the eons which lie ahead (Sherman, 1969).

The men of Tulsa Public Schools during this time were also constructing the boys' physical education program under the direction of leaders such as Grady Skillern, Walter Barham, and Steve Balint. A guide for Physical Education for Boys in Junior and Senior High Schools (Tulsa Public Schools, 1966) was developed, consisting of philosophy, objectives, regular programs, restricted programs, and an elective program which covered aspects such as organization, safety, uniforms, calisthenics, and lesson plans for eight-day programs. A Secondary Boy's Physical Education Guide (Tulsa Public Schools, 1969) was provided for the purpose of acquainting the principal with basic elements of a physical education program. This guide was in four parts: desired objectives of physical education, the physical education program, daily class organization, and procedures and trends in physical education. The boys' program included a secondary boys' physical education physical fitness testing card. The test consisted of the following: pull-ups, sit-ups, rope-jump, 50-yard dash, 600-yard run, rope climb (18 ft. in 30 seconds), shuttle run, and a swim test. Swim test one consisted of a 20 yard swim, one-minute water tread, and proficiency in two strokes. Swim test two consisted of a 40-yard swim, two-minute water tread, and proficiency in three strokes. Swim test three consisted of a 100-yard swim, a five-minute water tread, and proficiency in four strokes. Swim test four consisted of a 440 yard swim, a ten minute water tread, and proficiency in five strokes. Swim test five consisted of an 880-yard swim, a 15-minute

water tread, and proficiency in six strokes. These tests were cumulative tests recorded for grades 7, 8, 9, 10, 11, and 12. Test scores were converted into percentages and the tests were administered in the fall and spring.

Tulsa Public Schools again felt the swing of the pendulum during the construction of new schools, during the declining enrollment, and during the impact of Title IX. Students and teachers of Tulsa Public Schools were struggling to abide by and understand many changes and restrictions during these times. In 1976, a farewell bid was issued to Central High School--a new school had been built, and the first schools in the history of Tulsa were being sold. The students began the "Great Spirit Walk" with a goodbye parade through downtown Tulsa, a community supper, and a 12-mile round-trip walk between old Central and the site of the new Central. The week ended with an "Alumni Days," where many acts of the past were performed. The new, ultra-modern architecture of new Central featured circular rotating classrooms, a 25-meter swimming pool, a gymnasium, wrestling room, football field, baseball diamond, tennis courts, and soccer fields. The "Hall of Fame" corridor displays the old trophies and other memorabilia, "The Great Spirit," a bronze sculpture of an Indian on horseback that was an inspiration to 42,000 students, and a tribute to the pioneers who made it all possible (Dunn, 1979). Students and teachers began to realize the need to give up the old for the new.

Title IX was another era that proposed changes in physical education. Nancy Kabriel became supervisor for physical education and compiled a guide in 1980 entitled Physical Education Guide for Elementary Schools (Tulsa Public Schools, 1980). The guide was a thorough guide

guide of elementary physical education listing aims, objectives, characteristics, core program for elementary, fitness for life aerobics, fundamental skills, gymnastics and games. Nancy Kabriel brought to Tulsa the aerobic movement. Nancy Kabriel began choreographing aerobic routines for elementary children, secondary students, and adults.

Edward Lacy, who became supervisor of physical education and director of athletics in 1974, had decisions to make on the controversies of Title IX and co-educational physical education. He insisted that "To go co-ed, both men and women physical education teachers will have to both give a little." Physical education programs began to change; men and women physical education teachers had to change their programs to adapt a co-ed program for secondary schools. Edward Lacy compiled the Physical Education for Secondary Schools (Tulsa Public Schools, 1981). The guide included an introduction, organization and administration of co-ed physical education programs, the physical education curriculum and organization for instruction.

Dr. Larry Zenke, Superintendent for Tulsa Public Schools, was quoted in the Tulsa World (1984) as saying that:

> Tulsa Public Schools serve a variety of students. Everyone sews a common thread of curriculum resources but the community serves as a latitude so that the need may be met for each particular community for Tulsa Public Schools" (1984, p. 1).

Magnet schools today specialize in physical education. Walt Whitman Elementary stresses gross and fine motor skills, creative movement, and dance. Roosevelt Elementary has expanded the program to include swimming instruction, water safety, team and individual sports, skills, aerobics, gymnastics, modern dance, tennis, archery, and health.

Through the guidance of the researcher's supervisors, Barbara Marshall, Assistant Instructional Supervisor, and Edward Lacy, Assistant Instructional Supervisor and Director of Athletics, and with the help of all the teachers in Tulsa Public Schools and the numerous special committees, a revised curriculum will be added to the history of physical education in Tulsa Public Schools. A progressive sequential program for grades K-12 will be adopted by the Tulsa Public Schools' Physical Education Department.

Developmental Characteristics

The individual is made by the culture; if the culture is distorted, it distorts the human individual (Cassidy, 1954). In the Tulsa Public Schools, the community responds to the needs of the individual. Characteristics and development differ in different areas within the Tulsa Public School system; therefore, it is the community's responsibility to set up the curriculum that will meet the needs of individuals. In the following paragraphs, the author will state several different sources regarding developmental characteristics:

Willgoose (1969) stated that heart disease is the nation's number one killer, and that approximately 50% of all hospital beds in the United States are occupied by mental patients. Culture patterns establish the needs of the individual as quoted by Klumpf (cited in Willgoose, 1969, p. 24): "Many people really believe that a stiff, flabby, creaking, groaning, knocking, weak, tired, breathless body is normal for age 60." The fault here is the culture; for old age is life's end product of the outcome of the values and structure life has been given by society.

Cowell (1953) stated in the Scientific Foundation of Physical Education that:

> Growth is response to stimulation--a biochemical process. Growth is not constant but in periods. Each period is productive of some chemical process which produces its own catalyzers. Circulation is the most important factor in all growth and development (p. 68).

The physical educator's task is to protect the child from injury and disease and to see that the child gets adequate activity. Willgoose (1969, p. 6) stated that "Nothing stands still"; curriculum is influenced by the needs of society. Factors that affect program planning include the following: personal growth characteristics, health status, pupil interest, individual capacities, time allotment, availability of qualified staff, government, state and federal agencies, parental, and community. All of these factors must meet the needs of the individual before the curriculum is planned.

In planning a curriculum, physical, mental, and social characteristics for grade levels need to be reviewed and translated into needs. The following are some characteristics and needs of individuals:

In grades kindergarten and through third grade, the physical characteristics vary from large muscles, eyes slow to focus, hardening bones, heart and lungs small to body weight and height, poor endurance, slow reaction time, restlessness, curiosity, and a variety of emotional reactions. The implications for a program of these characteristics would include the need for vigorous activity, increased heart actions, improvement of body control and speed, relaxation, 12 hours of sleep, numerous activities, short duration activities, and response to sound (Willgoose, 1969).

Children in the fourth and fifth grades have the following characteristics: growth spurts, different levels of maturation, sex differences, girls rougher than boys, improved reaction time, longer attention span, craving for recognition, loyalty to groups and teams, and enjoying competition. At this grade level, the implications for a program of these characteristics will include the need for knowledge of fatigue, development of physical fitness level, self-appraisal, success in motor skills, personal grooming, wide range of activities, assisting instructor, and an introduction of games and sports from other lands (Willgoose, 1969). In grades six through eight, characteristics exemplified by the individual include: self-consciousness because of physical inadequacies, concern about losing status, stronger fighting tendency, desire for competition, peer acceptance importance, and outbursts of temper. Needs for the individuals will include: opportunities to observe; games that will develop confidence; development of strength, speed, agility, balance and endurance; improvement of fitness level and body mechanics; development of poise and graceful movements; and personal confidence in work and play. As the individual advances to ninth and tenth grades, characteristics change rapidly, and include rapid, uneven growth; rapid muscular development; increasing motor ability; unlimited source of energy; greater strength of boys; rebellion against parental and school authority; loyalty to group leaders; interest in self-improvement; interest in impressing the opposite sex; and advanced ability to follow directions. These individuals need frequent fitness screening, development of skill and coordination, activities to develop strength and flexibility, body mechanics, short vigorous activity, leadership opportunities, and

development of skills through sports and games (Willgoose, 1969). The upperclassmen, the 11th and 12th graders, have improved motor coordination, complete bone growth, refined coordination, maturity in height, interest in personal development, criticism of adults and peers, dating activities, and a formulation of broadening social attitudes and personal philosophies. The needs for the young adult vary within the following: continued vigorous activity, improvement of form in skills, opportunities to engage in intramurals and varsity sports, controlling body weight through food and exercise, experiencing defeat and victory, acquiring knowledge about personal relationships, and greater opportunities for individual activities and competitive activities (Willgoose, 1969).

Philosophy and Definition of Physical Education

Philosophy of physical education should include the definition and aim of physical education. In the following paragraphs, philosophies of different authors will be reviewed:

In the "Future of Physical Education and Sport" (cited in Bucher, 1982, p. 12), a group of medical doctors stated, "Your physical and sport educators do a good job making healthy people healthier and skilled people better skilled, but a terrible job making unhealthy people healthy and poorly skilled people skilled" (Bucher, 1982, p. 12). Melograno (1980) stated that:

> Education has suffered during the last decade due to economic inflation, financial failures, labor disputes, low test scores, mainstreaming, desegregation, sex integrated instruction which have all played a role in education disenchantments (p. 39).

In order to determine needed changes and philosophies for the 1980's,

we need to know where we have been, where are we now, and where will we need to be.

According to Davis and Miller (1967), philosophies of physical education have been stated by philosophers such as Emerson: "The intellect pierces the form, overlays the wall, detects likeness between remote things, and reduces all things to a few principles" (p. 237). Kant (cited in Davis and Miller, 1967, p. 258) stated that "You will not learn from one philosophy, but how to philosophize, not thought to repeat, but how to think." Oliver Holmes, Jr. (cited in Davis and Miller, 1967, p. 304) said: "You must be willing to commit yourself to a course, perhaps a long and hard one, without being able to see exactly where you will come out." Plato (cited in Davis and Miller, 1967, p. 44) stated: "In teaching children, train them by a kind of game, and you will be able to see more clearly the natural bent of each." Oberteuffer (cited in Davis and Miller, 1967, p. 280) stated that "Physical education is the sum of those experiences which come to the individual movement." Cassidy (1954, p. 11) said: "Physical education is the sum of the changes in the individual caused by experiences centering in motor activity." Bucher (1968) believed that:

> Physical education is an integral part of the total education process and has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realize these outcomes (p. 21).

The Tulsa Public Schools (1981) believed that:

> Physical education, in Tulsa Public Schools, is an integral part of the total instructional program. It is based on the belief that physical education contributes to the growth and development of the individual (p. 3).

Objectives and Domains of Physical Education

Objectives will guide curriculum developers in selection and organization of curriculum experience. Objectives are ends or goals that serve as aspects for directing and organizing learning experience. In the following paragraphs, objectives will be reviewed as to how different philosophers concur to the idea. Bloom (1956) translated educational objectives into behavioral characteristics and categorized them into three domains: psychomotor, cognitive, and affective. According to Annarino (1981), there are three parts to a complete objective: The first part is the condition of the circumstances under which the outcome will be measured; it is a description of the situation in which the behavior is to be observed. The second part is the outcome which describes the knowledge comprehension and application; it is the behavior desired. The third part of the objective is the criteria of the standards that identify acceptable attainment of the outcome; it is the extent to which the student should exhibit the behavior. There are two types of objectives: terminal objectives which check the progress at the end of the unit and short-term objectives which are derived from terminal objectives to guide shorter-range instruction.

Dewey (cited in Willgoose, 1969) stated that objectives are statements of educational intent. Ojectives encourage teachers to move from more general to particular activities which foster skills and understanding. Objectives focus on types of human behavior. Dressel (cited in Kapfer, 1978) stated that through long-term objectives, the student should know how to acquire, communicate, realize, analyze, be aware and relate to the development and fulfillment in a

democratic society. Cowell (1953) stated that objectives imply preferences, values, and directions in which to change young people. Calson (1982), in his article entitled "Physical Education is Basic," stated that while the 3 R's are being emphasized ("reading, 'riting, and 'rithmetics," p. 69), the three R's in physical education (roll call, roll out the ball, and read the paper) have been the cause for accountability to be questioned. Development of the individual should be in three learning domains: cognitive, affective, and psychomotor. These domains should include four traditional developmental objectives: intellectual, emotional, neuromuscular, and organic (Calson, 1982). Well-stated objectives need to define what a student will be able to do under what conditions and to what extent.

The primary function of curriculum is to provide experiences for changing students' behavior. Objectives need a plan of action for orienting and changing the behavior and developmental growth of individuals in certain desirable directions. A good physical education program is one that is well-balanced in that it provides growth and development in physical, psychomotor, cognitive, and affective domains (Annarino, Cowell, and Hazelton, 1980). Objectives of physical education made by leaders and textbooks have been similar but have been stated in different ways. Guides that have been developed in Tulsa Public Schools for physical education have stated objectives in three domains: psychomotor, cognitive, and affective.

Curriculum Framework

The ever-changing curriculum is like a merry-go-round. King (cited in Cassidy, 1954) stated that stages of curriculum development

include adopting the curriculum of our European heritage and defining curriculum through national curriculum efforts, the scientific measurement movement , and the present-day stage which is related in a continuous process. Usually teachers "get on" the merry-go-round and work on several areas of curriculum planning during their "ride."

The process of program planning involves the following in curriculum development: group of individuals to identify methods and materials, formation of a philosophy, needs of youth and cultures, objectives, school and community situations, program operation, activity units and experiences, materials of instruction, tools for evaluation, and continous study (Cowell and France, 1963). Cowell and France (1963), in their curriculum framework, emphasized that in order to have a good program, the following are needed: basic educational philosophy, society's ideals, methods, concepts, evaluation, and progression. In planning and developing, four main questions must be answered to have an effective curriculum program in physical education: educational purposes to be obtained, experiences to be provided, organization of learning, and evaluation to see if the purpose is being attained. Tyler (cited in Molnar and Zahorik, 1977) stated that a syllabus should include a reason for the course offering objectives, learning tasks, time probably required to perform the tasks, student's performance, resources available, and evaluation. Curriculum construction should include human growth and development, objectives, and criteria in the selection of learning. The curriculum framework should be a guide for teachers of physical education and should include definitions, philosophies, objectives, scope and course of study, sequence and time allotment, experiences and activity content,

learning experiences, teaching procedure, evaluation, and reference materials (Cowell and France, 1963). The curriculum framework should include a coordinating committee, a subcommittee, and expertise in the field of physical education.

Program Content of Physical Education

School buildings affect the type of curriculum to be offered. Although proper facilities in physical education play an important role in the development of physical education, sometimes programs have to be adapted not only to meet the needs and characteristics of the individuals but also to facilitate a physical education program. Outdoor/indoor facilities, number of gymnasiums, swimming pools, dance rooms, weight rooms, dressing areas, showers, equipment storage, and equipment utilized are all important in what is and what can be offered in the physical education program.

In the Tulsa Public Schools, elementary schools have no dressing facilities, class sizes are large, and normally there is only one instructor per elementary school. The gymnasium is used for school plays and assemblies. Storage space is very limited in the gymnasiums, locker and restroom facilities are not available, and each instructor has a limited budget for equipment. Physical education teachers usually increase their equipment through the help of the total school or parent-teacher associations. Two junior high schools that have been closed now house elementary students. These two schools offer a broader program because of the facilities available.

In the middle schools, most of them can accomodate a larger number of students. Middle schools have outdoor soccer goals, softball

diamonds and ample outdoor space. The indoor facilities include two gymnasiums, a swimming pool, and an auxiliary room or dance room with mirrors. Allocation of equipment is limited and based on the number of students enrolled in physical education. The middle school's class size averages from 60 to 70 students per class, and the teacher allotment has been reduced from four to two teachers. Middle school programs are usually based on large classes and are limited because of the allocation of instructors. Some of the middle schools have evening community programs offered through the park and recreation department. Careful planning and caring for equipment can accommodate both programs at the middle school level.

The high schools in Tulsa Public Schools have the best facilities available. Outdoor facilities include: baseball diamonds, soccer fields, tennis courts, and football practice fields. Two high schools have football stadiums and track and field facilities. Indoor facilities include two gymnasiums, a swimming pool, a wrestling room, a weight room, a dance room, and dressing facilities for boys and girls. High schools have an extra, small gymnasium with the exception of the new Central High School which has only one gymnasium for both boys and girls. The high school budget for equipment is also a limited budget. Only through proper care and careful planning may inventories be increased. Even though high schools have ample space for a variety of activities, the intramural and sportsday program is hampered by the athletic program. Before school, after school, and sometimes until 10 p.m., most high schools are being used by the athletic program.

Liability in physical education also plays an important role in the content of the program. Physical education teachers are expected

to administer emergency first aid when a person's life is at stake, and failure to attempt to help the person could result in liability (Appenzeller, 1978). Teachers are expected to have proper supervision in class, proper care of equipment, and safety rules depending on the class size. The "court realizes that physical education encompasses risks and hazards by its very nature, and, therefore, cannot be made child-proof" (Appenzeller, 1978, p. 8). Teachers in high risk activities should properly instruct, prepare and warn students of the activity. New physical education programs, such as contracting, are popular in many states. Liability cases will increase because court decisions are lacking to provide the position of the court in such programs (Appenzeller, 1978). Teachers in Tulsa Public School physical education are often reminded of the word "liability." Teachers are asked to supervise classes at all times, to stress safety, and to report all accidents in writing on an official accident form.

In selecting a program for each individual school, precautions must be made to check that all activities offered by the physical education department are activities that have been approved by the Tulsa Board of Education and that facilities are adequate and safe for the students. The next step in the selection of program content is to consider the need and characteristics of each community. What type of program has been offered, what physical condition are the students in, and what skill level have the students accomplished are all important aspects in planning the selection of activities (Annarino, Cowell, and Hazelton, 1980). The instructors should follow as closely as possible the content selected for Tulsa Public Schools' physical education

program, and they should develop the best programs possible for all students.

Program Design of Physical Education

Curriculum planners must have the insight to modify and adapt existing patterns or create a new pattern that is more feasible and effective for a specific situation and school level based on the following criteria: needs of the student, the number of students, pre-entry skills, terminal objectives, the number of instruction personnel, grouping of students, equipment, and supplies, teaching stations, time allotments, school and state requirements, types of instructional strategy, instructional aids, and seasonality (Annarino, Cowell, and Hazelton, 1980).

Correlation and integration should involve use of other areas within the school program by which physical education is taught. According to Willgoose (1969), through careful planning physical education should involve the following subjects: math (measure count, compute scores, measure times, distance height, floor patterns, calculating fitness tests and percentages), art (drawing, modeling by wood, clay, pipe cleaners, wood soap, sculpture printings, landscapes, and bulletin boards), biology (relate fitness to muscular strength and endurance, measuring vital capacity, studying reaction time, temperature, fatigue, physical condition, studying body functions, relating genetic conditions to obesity, malnourishment, upper respiratory difficulties, coronary heart attacks, and limitations), geography and social studies (studying different cultures, researching the origins of activities, comparing the Greeks and Romans with American athletes,

observing films of Olympic games, discussing chivalry, and tournaments), language arts (writing summaries of games, writing specific experiences in physical education, creative writing, reporting recent sport events, spelling sports terms, dictionary skills, learning phrases, words and sentences through movement), music (listening to music that suggests movement, acting to music, and movements of rhythms), and science (relate laws of motion of experiences, and understand application of force).

Seasonality is another important aspect to curriculum design. A physical educator, after meeting the criteria needed for each particular community, must also plan the program according to the weather as to the season a unit will be offered. Autumn, winter, and spring are usually the three seasons to take into consideration in the development of a program. Each program is different. A program for the northern states would probably not be too feasible in the southern states and vice-versa. A program for four instructors would not be too feasible with only two instructors. Programs should also be scheduled according to the number of dates set by the schools district for sportsdays and special events. In the Tulsa Public Schools, the elementary school, middle school, and high school have a variety of sportsdays throughout the year; therefore, it is important that the physical education program be planned either prior to or during the scheduled event. Senior high schools pose still another external factor to consider: the use of the gymnasium after school. It is almost impossible to schedule the gymnasium during athletic events.

The scope and sequence of curriculum content by grades and years should be based on the maturity levels of the learners and the levels

of competency that should be achieved and are important factors for organizing experiences (Annarino, Cowell, and Hazelton, 1980). According to Annarino (1981), patterns for instruction vary throughout the schools, the most commonly used are listed. Basic weekly programs are activities which alternate according to certain days of the week. The seasonal programs are organized as a series of seasonal units. Informal, yearly, balanced programs provide only an outline of a single list of suggested activities if time permits. Cyclic programs are quite similar to a basic unit plan; time units are based on the division of the school year. Prescribed, single block programs set up a basic sequence to be followed by all students. Concurrent programs are two units of activities scheduled for the same grade level. Elective and selective programs are possible with many pattern variations.

The Tulsa Public Schools are divided into elementary school, middle school, and high school. The elementary level is considered to be grades K through 5, and it offers a variety of different patterns within the classes of physical education. Some elementary schools meet their physical education classes each school day for 45 minutes while others meet their physical education classes only every other day. Four of the elementary schools are self-contained, and the homeroom teacher is expected to allow some of the time for physical education. The middle school includes grades six through eight. The middle schools vary in the different communities from physical education offered each school day for 45 minutes, to physical education offered every other day for 45 minutes, to physical education offered per semester, or to physical education offered for only 30 minutes each day. In the high schools, physical education is usually taught

for 55 minutes every day. Washington Magnet High School has a time block that is entirely different from the other high schools. On Monday and Wednesday, periods one through six are offered for one hour, and on Tuesday and Thursday only three classes are offered for two hours with each having the even periods on Tuesdays and the odd periods on Thursdays. On Fridays, seven periods are offered with the time for each class lessened within the day, and on the seventh class an activity period is added. This activity period varies each Friday and is offered at a different time each Friday. Activity periods are used for class make-up work, intramurals, special interest groups, pep rallies, and hobbies. After a scope and sequence for a particular school is developed, the teacher and the community should build the program that will best meet the needs of the students.

Instructional Materials and Strategies of Physical Education

It was stated by the Executive of the National Union of Teachers in The Curriculum of the Junior School (1958) that qualities needed for good teaching are sincerity and purpose. Teachers need to approach newer methods with an open mind. After full investigation if the new approach cannot be adopted, it is better to continue teaching what was previously successful. Visual aids as a teaching technique will help the child to learn, but of all of the aids, the teacher is the most important. Children look for guidance and a teacher's enthusiasm affects his/her pupils. The teacher's attitude sets the tone for all that happens in the classroom. "He is the one indispensable aid" (Executive of the National Union of Teachers, 1958, p. 54).

According to Annarino, Cowell and Hazelton (1980), the teacher must consider the elements that are bound together for the ultimate goal. The teacher must consider the instructional goal, pre-entry skills, performance objectives, instructional strategy, teaching aids, and techniques for measurement and evaluation. Activities from a scope and sequence should represent a plan for action through unit planning. A unit should include an introduction, brief history, rules, terms, equipment and facilities, safety measures, performance objectives in the physical, psychomotor, cognitive and affective domain, and skill content in order of progression, beginning, intermediate and advanced. Instructional strategies, teaching aids, measurement and evaluation, both formative and summative, and resource bibliography should all be a part of the unit. After a unit is established, a daily lesson plan should be established to include the following criteria: age level, time allotment, days per week, and size of classes. From this criteria, a lesson plan should be established including performance objectives in each domain, warm-up activities, instructional content of skills, knowledge, teaching strategies, evaluation and summary (Annarino, Cowell, Hazelton, 1980). A teacher may also follow a course of action through a syllabus. A syllabus should include the reason for course offering, objectives, learning task, time required to perform the task, day-to-day activities, assignments, teaching techniques, procedures, evaluation, and resources.

Intramurals, Sportsdays, and Athletics

Intramurals, sportsdays, and athletic activities possess unique qualities that make them effective in the growth and development of

youth. The intramural program can be referred to as the program within the walls of the school. This program is an extension of the physical education program which provides an opportunity for students to try out what they have learned in class (Annarino, Cowell, Hazelton, 1980). In administering an intramural program, instructors should include a great number of activities, equalize competition, and involve students in scheduling facilities, players, and teams. Each school should compile an intramural handbook with the following in mind: supervision, equipment, maintenance, contests, game officials, scoring, arbitration of disagreements, and awards. Intramurals should follow the same scope and sequence of activities taught in class, and competition may evolve from physical education classes, grade levels, or by homeroom participation. Sportsdays are extensions from the physical education program and go beyond the walls. Sportsdays are considered to be events held between two or more schools with participation from physical education enrollment. The athletic program is another extended curriculum. Athletics should be conducted in such a way that their true educational resources may be encouraged and fostered (Annarino, Cowell, Hazelton, 1980). Sports activities meet a need where other activities fail. Many physical education teachers are assigned to coaching responsibilities which enable them to teach highly skilled and highly motivated students. A coach must be a highly moral, principled person and a dedicated educator to resist the pressures of sacrificing education in order to produce a better win-loss record (Bailey and Field, 1970). Coaches' duties are to plan, organize, direct practice sessions, study scouting reports, design

strategies, view films, plan game strategy, cooperate with sportswriters, select and maintain sports equipment, attend coaching clinics, evaluate players, deliver speeches, counsel players, evaluate game officials, supervise team trips, and assume responsibilities for the behavior of spectators (Bailey and Field, 1970). In his article, "Future Trends and Issues in Physical Education and Athletics," Moore (1980) stated that "Athletic directors will find themselves hard pressed to provide equal opportunities for women's teams and we will see various ways in which athletic directors will attempt to solve their financial problems" (p. 20). To cut costs, many sports will have one coach for both men and women's teams and the coach will probably be a male--with the pressure to win, the ranks of qualified coaches will increase. Minor sports will be totally abolished. Because of the time and effort divided between coaching and teaching, the consequence is almost always less emphasis on the teaching process. Coaches will need certification because of liability reasons (Moore, 1980).

In the Tulsa Public Schools, at the elementary level, physical education instructors offer intramurals and a variety of sportsdays. The sportsdays are designed where there is not only one winner, but many winners. Participants are recognized and awards are distributed to the students. Elementary instructors are seldom assigned to coaching, therefore, the instructors devote all of their time and energies to their school program. In the middle school, the majority of the schools conduct intramurals participation either from the entire school population or through physical edcuation units. Sportsdays are offered in the middle school, and participants from the physical

education classes are allowed to compete beyond the school walls. At sportsdays, students experience group unity, team spirit, and a sense of belonging. Participation awards, certificates, and special awards are sources of recognition for the middle school child. Athletics in the middle school are not a part of the curriculum; therefore, schools participate in intramurals and sportsdays. Some middle school teachers are assigned to coaching responsibilities in the high school. Usually the sportsday participation is directed by one of the physical education teachers who is not involved in athletics. At the high school level, the intramural program, sportsdays, and athletic program are all part of the high school curriculum. Some high schools offer a very extensive intramural program and some offer a very limited intramural program. High schools that are usually successful in conducting an intramural program are schools that have a later starting time where intramurals may be conducted in the morning before school, or schools, that schedule an activity period throughout a day for the use of intramurals, hobbies, make-up work or attending special interest groups. Intramurals vary from one or two events held per year to an extensive and thorough intramural program throughout the entire year. Because of the athletic program and the availability of teachers, the sportsday program in the high school has been decreasing. Only two to three sportsdays are held throughout the year, and usually the teacher available to supervise the event would be the off-season coach. Athletics in high school have suffered the crisis of cut budgets. More teams have been added in certain sports with the addition of the ninth grade into the high school, but extra stipend for extra coaches have not been added. The girls' athletic program has diminished in the

number of sports offered. Girls' gymnastics was cut out of the program because of lack of participation. Girls' softball and volleyball are on the verge of being cut in some of the high schools. One of the problems, other than the cut-back crisis of budgets and the problems discussed earlier that have stricken the girls' program in Tulsa Public Schools, is the lack of qualified coaches for the minor sports. Men, in many cases, have been assigned to minor sports as well as to their head coaching positions. In other cases, men highly qualified to coach certain sports are not interested in the unskilled girls' program. Women hired to coach major sports are usually not qualified and are destined for failure or are hired in areas where the win-loss record has been a loss record in the history of the school. Today, sports offered for the young men are football, basketball, wrestling, baseball, and track. The sports offered for young women are softball, basketball, volleyball, and track. Sports offered for both boys and girls are cross-country, tennis, and swimming. Tulsa Public Schools' athletic department is still at the survival stage, but with more budget cuts, more students, more teams and less coaches, the future of athletics appears dismal.

Curriculum Evaluation and Appraisal in Physical Education

For too long, physical education has been reflected as a playground and a time to expend excessive energy (Corbin, 1978). Minimal emphasis has been spent in interpreting its true worth and how one incorporates its value in a given lifestyle. Physical educators should not need to rely on enacted legislation to attract pupils into

their classrooms. Even though there has been a decrease in demand for elementary and secondary physical educators and the department of physical education has difficulty in attracting students due to fewer employment, physical education must provide a plan for program evaluation. Through program evaluation, a physical educator will determine how well objectives are being met and provide a framework for determining program successes and failures (Farley, 1984).

Maximum use of measurement and evaluation in curriculum development calls for teamwork among all teachers which could aim at the common goal of providing the best possible instruction for the pupils (Farley, 1984). Abercrombie (1979) stated that administrators can prepare more effective teachers with efficient use of faculty and material resources. The physical education professional preparation was revised and implemented at Oklahoma State University into sequential, integrated learning blocks. The program included revamping of behavioral objectives for course content, skills, and achievement levels. Written and skill tests for every activity offered and skill proficiency requirements were developed. The curriculum was designed into three blocks: Sports and Movement Foundations, Health and Scientific, and Methodology. Bain (1980) stated that curriculum planning is a continuous cycle of evaluation and revision of an existing program. Two major components to be evaluated are as follows: operations (budget, staff, facilities, equipment, and time) and product (evaluation of student performance--cognitive, psychomotor, and affective objectives). The program of operation and product should be a three-year evaluation cycle. The first year should evaluate internal perceptions of students, faculty, and external standards or

assessment guides; revision changes should be made on the problems revealed. The second year should evaluate the internal policies and objectives and the external congruence of operations with policies. The third year, evaluation should be made on the internal congruence of student performance with program objectives and externally through the comparison of student performance with norms and comparable programs. Revision changes in the program or adjustment of goals should be made if objectives are not reached. The principal goal of evaluation is the determination of how well a curriculum performs when measured against criteria or compared with another curriculum. Two types of evaluation are important--summative evaluation and formative evaluation. Summative evaluation is conducted to assess the quality of a completed curriculum. Formative evaluation is conducted during the curriculum development process and at a number of intermediate points (Oklahoma State Department of Physical Education, 1981). Curriculum evaluation should be a total process which provides feedback to the students and teachers. The Oklahoma State Department of Physical Education published the Curriculum Review Handbook in 1981 to aid teachers, administrators, and curriculum consultants in the development of curriculum. The handbook is devised with a checklist to discover the areas of strengths and weaknesses in curriculum, staff, facilities, class management, staff development, community, facilities, equipment and evaluation.

In the Tulsa Public Schools, all physical education teachers report pupil progress. The elementary levels test and evaluate students primarily in the physical and psychomotor domains. The affective and cognitive domain are usually omitted because of double section classes

and the time element extended to each period. Continous evaluation by the physical education teacher and evaluation of the teacher by the administrator are prevelant in Tulsa Public Schools. Faculty and parents are usually omitted in the evaluation program in the elementary and secondary level. Self-evaluation of the program is usually conducted subjectively by the physical education teacher. Schools that have one or more teachers teaching physical education usually try to use the same grading system. In the high school levels, physical education teachers tend to use their own system of grading due to lack of organization within the department and the variety and number of teachers that are usually involved in teaching physical education.

Summary

Zenke (1984), Superintendent for the Tulsa Public Schools, stated recently in the Tulsa World that the Tulsa Public Schools was experiencing what might be called "the revolving door" effect--students who transfered very often returned to their home school within a year or two. The magnet schools in Tulsa have gained a reputation as a public "private" school because of the nuturing atmosphere for curriculum enrichment. Each school should develop the full potential of its people. Educators need to identify the needs of society and the needs of the students by reaching out and meeting these needs through a complete program. To develop a complete program, the following was reviewed in the literature of physical education: philosophy and definitions, objectives, curriculum framework, program content, program design, instructional materials and strategies, intramural, sportsdays and athletics, curriculum evaluation and appraisal. To

believe that a single form of education, perhaps with a curriculum set by some central governmental unit, would be palatable to our diverse population is foolhardy. Parents will continue to seek schools for their children which will meet the particular needs they perceive them to have (Zenke, 1984).

CHAPTER III

METHODS AND PROCEDURES

Introduction

After enrolling in Dr. Abercrombie's curriculum class at Oklahoma State University, the researcher was convinced from the lectures in the curriculum class and from the authorities in physical education curriculum (Annarino, McKenzie, Willgoose, Cowell, and Hazelton) that there was a need to revise the Physical Education Curriculum of the Tulsa Public Schools reflecting a progressive, sequential program, K-12.

The Physical Education Curriculum guides of the Tulsa Public Schools, as stated in Review of the Literature (Chapter II), consisted of two separate guides, an elementary guide and a secondary guide. To determine the need for a revision of these guides in physical education, the researcher compared the guides that had been part of the curriculum in the past years to the new philosophies and concepts of authorities in physical education.

Procedures

The following procedures and methods were used to revise the physical ducation curriculum for the Tulsa Public Schools:

1. Approval was secured from the Physical Education Instructional

Assistants, Mr. Ed Lacy and Ms. Barbara Marshall, and from Mr. Jerry Rogers in the Research Department at the Education Service Center for the author to chair the revision of the physical education curriculum.

2. With the permission of the Instructional Assistants in Physical Education, the researcher randomly selected members to serve on a coordinating committee from a list of names submitted by Mr. Lacy and Ms. Marshall. The researcher then contacted persons in the following positions to serve on the Coordinating Committee: elementary and secondary principals, instructional assistants from Tulsa Public Schools' Physical Education Department, the president of the Tulsa's Parent Teacher Association, a member of the Board of Education of Tulsa Public Schools, and physical education instructors from elementary and secondary Tulsa Public Schools.

3. The researcher then modified the questionnaire from the Oklahoma State Department of Education's Curriculum Review Handbook for Physical Education (1981), which was developed for physical education teachers in Oklahoma to evaluate their programs. The researcher started with the list of questions from the state handbook for elementary and secondary physical education. The questions were modified into a K-12 composite with a consistent response format of yes/no/not sure. Questions that did not pertain to the Tulsa Public Schools were deleted. A modified list of questions was submitted to the Coordinating Committee. The Coordinating Committee validated this survey by providing comments, notations, and suggestions for each of the questions. The researcher compiled for the Coordinating Committee a survey which included a revision of the eight major categories from the handbook with a "yes," "no," "not sure" response. The researcher

mailed the compiled survey to the Coordinating Committee for additional comments and recommendations.

4. The researcher's next step was to compile the final copy of the survey. Copies were made and the survey was collated and mailed to all 156 physical education instructors in the Tulsa Public Schools. A cover letter accompanied the survey. The cover letter explained the purpose of the survey and assured the teachers that their responses were confidential and need not be signed. The survey consisted of eight categories: philosophy, organization and administration, class management, program, staff and staff development, community relations, facilities and equipment, and evaluation (see Appendix). The eight categories consisted of several questions pertinent to each area. Within a week, a follow-up letter was mailed to instructors who had not responded.

5. The researcher tabulated the results of the survey and converted the results to percentages in the following areas:

a. The total surveyed, returned, and not returned

b. The total male and female instructors surveyed, returned, and not returned

c. The elementary schools, middle schools, and high schools surveyed, returned, and not returned

d. The elementary school, self-contained elementary school, middle school, and high school males and females, surveyed, returned, and not returned

e. Yes, no, not sure responses to each questions in each area at each level (elementary, middle school, and high school

f. The combined total of yes, no, and not sure responses to each question at all three levels (elementary, middle school, and high school)

6. The researcher compiled a list of philosophies and objectives from several authors and curriculum guides for the Coordinating Committee to review and use in revising the definition, philosophy, and general objectives of physical education for the Tulsa Public Schools.

7. The review of the literature and the results of the survey were used by the author, the coordinating committee, and the subcommittees in revising the physical education curriculum. The committees used results from the survey to revise components for the K-12 progressive sequential curriculum. The survey did indicate a need for further revision and research in areas which were not reflected in the revision of the curriculum (see Chapter IV).

8. The researcher suggested to the instructional assistants in physical education the need for a subcommittee of physical education instructors representing all levels of instruction to help revise the Tulsa Public Schools' Physical Education curriculum, K-12. Ms. Marshall, Instructional Assistant for Physical Education, selected the elementary instructors to serve on the subcommittee, and Mr. Lacy, Instructional Assistant for Physical Education, selected the middle school and the secondary school instructors to serve on the subcommittee.

9. The researcher provided the subcommittee with copies of older physical education curriculum guides from the Tulsa Public Schools and with the physical education curriculum guides from other school

districts. The subcommittee gathered ideas from the different guides to use in the revision of the Tulsa Public Schools' curriculum.

10. The researcher shared with the subcommittee the philosophies and objectives submitted by the Coordinating Committee. The subcommittee accepted these philosophies and objectives and incorporated them into the revision of the physical education guide.

11. The researcher shared with the subcommittee the characteristics of children at various ages and implications from authors, such as Annarino, McKenzie, Hazelton, and Cowell. The subcommittee, after reviewing the literature shared by the researcher, divided into two groups, one representing the elementary level and the other representing the secondary level, and compiled a list of characteristics and implications at each grade level. The lists compiled by each group were then combined into one list of characteristics and implications for grades K-12 which were incorporated in the revised physical education curriculum guide.

12. The researcher provided the subcommittee with a list of content areas and activities for a K-12 scope and sequence. The researcher presented to the subcommittee Annarino's curriculum design, which included the following: aquatics, developmental activities, games and sports, gymnastics, outdoor education, recreational, rhythmic activities, and sports. The researcher recommended to the subcommittee that Annarino's content design be modified as follows: to include individual and team sports, to move self-testing activities into the developmental activities area, to include health, to include extended programs, adapted physical education and a wellness/lifetime area. After reviewing the recommendations, the subcommittee selected

the following content areas to be revised as the K-12 scope and sequence: aquatics, developmental activities, extended programs, games, gymnastics, health, individual sports, outdoor education, recreational activities, rhythmic activities, special programs, and team sports.

13. The subcommittee used the same content headings as in the scope and sequence and develop a concept for each content area that would apply to children from grades K-12. Ideas were gathered from "A Framework for Physical Education K-12," a North Carolina guide.

14. The subcommittee developed subconcepts from the concepts for each of the activity areas at the different grade levels K-3, 4-5, 6-8, and 9-12.

15. The researcher submitted to the subcommittee examples of curriculum development formats and shared with the subcommittee ideas from Annarino's curriculum design. The subcommittee selected a pattern similar to the North Carolina Guide, "A Framework for Physical Education, K-12." This curriculum development format included examples for the different levels: the topic concept, subconcept, objective, and activity.

16. The researcher shared ideas concerning methods of evaluation from different authors and curriculum guides with the subcommittee. The subcommittee chose to address the following methods of evaluation: objective, subjective, and student evaluation.

Summary

After a thorough investigation of books, articles, curriculum guides, and responses to surveys by the Tulsa Public School teachers, the researcher guided a coordinating committee and a subcommittee in

the revision of the physical education curriculum for the Tulsa Public Schools. The revision included the following components: philosophy, objectives, characteristics and program implications, scope and sequence, topic concepts, subconcepts, content curriculum development format, and evaluation. These revised components were formulated into a K-12 progressive, sequential curriculum framework for physical education.

CHAPTER IV

FINDINGS AND RESULTS, CURRICULUM, CONCLUDING STATEMENT

Introduction

In determining the need for revision of the physical education curriculum, the researcher used the review of the literature and the survey results. The survey that was administered to the physical education teachers in the Tulsa Public Schools consisted of eight sections: philosophy, organization and administration, class management, program, staff and staff development, community relations, facilities and equipment, and evaluation. The researcher was concerned with questions that scored 70% or less and considered those as areas that needed to be strengthened and, if possible, revised.

The response of the survey was tabulated and converted into percentages for each question at each of the three levels, elementary, middle, and high school. In the following paragraphs the researcher has indicated the areas of the eight sections surveyed that needed revision for Tulsa Public Schools.

Results of the Survey

A total of 156 surveys were mailed to the physical education instructors in the Tulsa Public Schools. Seventy-two percent of the

surveys were completed and returned. Table I shows the percentages from the elementary, middle, and high school, returned and not returned.

TABLE I

PERCENTAGES OF SURVEYS FROM ELEMENTARY, MIDDLE, AND HIGH SCHOOL--RETURNED AND NOT RETURNED

	Elementary		Middle School	High School
		Selfcontained		
Possible	100%	100%	100%	100%
Returned	76%	0	76%	59%
Not Returned	24%	100%	24%	41%

A tabulation of percentages of total male and female instructors surveyed, returned and not returned was made by the researcher. Table II indicates that 33% of the surveys not returned had been sent to males, and 100% of the surveys sent to self-contained teachers were not returned.

The researcher separated the three levels (elementary, middle school, and high school), males and females, to determine if the surveys not returned were evenly distributed through all levels of instruction or from one particular level. Table III shows that the

"not returned" category was evenly distributed at all levels, except for the elementary level, where female surveys not returned were 7% and at the high school level the male surveys not returned were 48%.

TABLE II

PERCENTAGES OF TOTAL MALE AND FEMALE INSTRUCTORS SURVEYED--RETURNED AND NOT RETURNED

	Male	Female	Self -Contained	Total
Possible	100%	100%	100%	100%
Returned	67%	84%	0%	72%
Not Returned	33%	16%	100%	28%

TABLE III

PERCENTAGES OF MALE AND FEMALE INSTRUCTORS SURVEYED IN ELEMENTARY SCHOOL, MIDDLE SCHOOL, AND HIGH SCHOOL--RETURNED AND NOT RETURNED

	Elementary		Middle School		High School	
	Male	Female	Male	Female	Male	Female
Possible	100%	100%	100%	100%	100%	100%
Returned	73%	93%	75%	77%	52%	75%
Not Returned	27%	7%	25%	23%	48%	25%

Philosophy

The results of the first section of the survey administered to the teachers indicated that the statement of philosophy and overall objectives were current. The results did indicate that if a revision was made that it should be revised to help physical education and health related personnel to work closely together to assist the students in developing a healthy lifestyle (Table IV).

TABLE IV

RESPONSES OF PHILOSOPHY SURVEY

		YES	NO	NOT SURE
1. Has a statement of the philosophy and overall objectives of the physical education program been written by the current physical education staff, and is it readily available?	ELEMENTARY	80%	4%	17%
	MIDDLE SCHOOL	80%	9%	11%
	HIGH SCHOOL	70%	17%	13%
	TOTAL	78%	8%	14%
2. Do the physical education and health related personnel work closely together to assist the students in developing a healthy lifestyle?	ELEMENTARY	76%	15%	9%
	MIDDLE SCHOOL	69%	17%	14%
	HIGH SCHOOL	52%	35%	13%
	TOTAL	69%	20%	11%

Organization and Administration

The results of the second section of the survey, organization and administration, consisted of 17 questions pertaining to curriculum

(TABLE V). The following questions (1-4, 5c, 6, 8, 14, 16, and 17) fell below 70% and indicated areas that were weak in the curriculum and needed revision:

a. Students need to participate in at least 75 minutes of physical education instruction per week

b. Too many students are permitted to substitute other curricular or extracurricular activities for participation in physical education classes

c. There was a need for a written curriculum guide for all grades with progression and a broad scope of activities

d. There was a need for the curriculum guide to include objectives, lesson plans, and evaluation methods

e. The curriculum guide needed to be reviewed and updated jointly by the physical education teachers at least every two years

f. Class size for physical education classes was not the same as other classes, with a maximum of 36 students per class

g. Not all of the physical education classes were taught by a certified physical education specialist

h. Teachers surveyed felt that students with more than two years difference in age cannot be successfully instructed in the same class

Class Management

The results of the third section (class management) consisted of 12 questions pertaining to curriculum (Table VI). The results of the survey indicated that only 4 out of the 12 questions (3, 8, 11, and 12) were weak in the curriculum and needed the following revisions:

a. There is a need for an adequate program of physical education

TABLE V

RESPONSES OF ORGANIZATION AND ADMINISTRATION SURVEY

		YES	NO	NOT SURE
1. Do all students in the elementary and middle school actively participation at least 75 minutes of physical education instruction per week?	ELEMENTARY	72%	13%	15%
	MIDDLE SCHOOL	46%	11%	43%
	HIGH SCHOOL	44%	4%	52%
	TOTAL	58%	11%	31%
2. Is an elective instructional physical education program available for all secondary students, consisting of a minimum of 150 students per week?	ELEMENTARY	19%	7%	74%
	MIDDLE SCHOOL	60%	23%	17%
	HIGH SCHOOL	74%	17%	9%
	TOTAL	43%	14%	43%
3. Are students permitted to substitute other curricular or extra-curricular school activities (band, athletics, work, etc.) for participation in physical education classes?	ELEMENTARY	28%	26%	46%
	MIDDLE SCHOOL	51%	26%	23%
	HIGH SCHOOL	91%	4.5%	4.5%
	TOTAL	48%	21%	31%
4. Is a written curriculum guide for all grades followed, which provides for progression and ensures a broad scope of instructional activities?	ELEMENTARY	78%	4%	19%
	MIDDLE SCHOOL	54%	20%	26%
	HIGH SCHOOL	52%	35%	13%
	TOTAL	65%	15%	20%
5. Does the written curriculum guide include the following? a. Units of instruction	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	71%	6%	23%
	HIGH SCHOOL	79%	4%	17%
	TOTAL	87%	3%	10%
b. Objectives of each unit	ELEMENTARY	96%	2%	2%
	MIDDLE SCHOOL	63%	6%	31%
	HIGH SCHOOL	70%	4%	26%
	TOTAL	80%	4%	16%
c. Lesson plans	ELEMENTARY	72%	17%	11%
	MIDDLE SCHOOL	52%	14%	34%
	HIGH SCHOOL	70%	17%	13%
	TOTAL	65%	16%	19%

TABLE V (Continued)

		YES	NO	NOT SURE
d. Evaluation methods	ELEMENTARY	80%	15%	6%
	MIDDLE SCHOOL	57%	11%	32%
	HIGH SCHOOL	74%	9%	17%
	TOTAL	71%	13%	16%
6. Is the curriculum guide reviewed and updated jointly by the physical education teachers at least every two years?	ELEMENTARY	20%	35%	44%
	MIDDLE SCHOOL	46%	28%	26%
	HIGH SCHOOL	56%	22%	22%
	TOTAL	36	30%	34%
7. Are regular departmental meetings held with the physical educators in attendance?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	89%	8%	3%
	HIGH SCHOOL	83%	13%	4%
	TOTAL	93%	5%	2%
8. Is physical activity denied nor imposed as punishment by any teachers?	ELEMENTARY	32%	44%	24%
	MIDDLE SCHOOL	14%	72%	14%
	HIGH SCHOOL	17%	79%	4%
	TOTAL	23%	60%	17%
9. Do all physical education classes, boys and girls, have equal opportunities at all levels?	ELEMENTARY	67%	3%	30%
	MIDDLE SCHOOL	89%	8%	3%
	HIGH SCHOOL	87%	9%	4%
	TOTAL	78%	6%	16%
10. Are lesson plans prepared in advance by the teacher?	ELEMENTARY	93%	0%	7%
	MIDDLE SCHOOL	91%	9%	0%
	HIGH SCHOOL	91%	4.5%	4.5%
	TOTAL	92%	4%	4%
11. Are specific objectives of the daily activities clearly stated?	ELEMENTARY	71%	22%	7%
	MIDDLE SCHOOL	80%	11%	9%
	HIGH SCHOOL	83%	17%	0%
	TOTAL	76%	18%	6%
12. Is a system of evaluation used to report pupil progress?	ELEMENTARY	93%	7%	0%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	96%	4%	0%

TABLE V (Continued)

		YES	NO	NOT SURE
13. Have written policies and procedures been developed for the total program?	ELEMENTARY	80%	5%	15%
	MIDDLE SCHOOL	82%	9%	9%
	HIGH SCHOOL	83%	4%	13%
	TOTAL	81%	6%	13%
14. Is the class size the same for physical education class as it is for other classes, with a maximum of 36 students per class?	ELEMENTARY	45%	48%	7%
	MIDDLE SCHOOL	5%	95%	0%
	HIGH SCHOOL	57%	39%	4%
	TOTAL	35%	61%	4%
15. Are all physical education classes taught by a certified physical education specialist?	ELEMENTARY	59%	19%	22%
	MIDDLE SCHOOL	88%	9%	3%
	HIGH SCHOOL	83%	13%	4%
	TOTAL	73%	14%	13%
16. Is program quality maintained through financial support of all physical education programs?	ELEMENTARY	44%	24%	32%
	MIDDLE SCHOOL	43%	28.5%	28.5%
	HIGH SCHOOL	65%	17.5%	17.5%
	TOTAL	48%	24%	28%
17. Can students with more than two years difference in age be successfully instructed in the same class?	ELEMENTARY	33%	43%	24%
	MIDDLE SCHOOL	46%	51%	3%
	HIGH SCHOOL	61%	30%	9%
	TOTAL	43%	43%	14%

for children who are temporarily or permanently restricted from participating in the regular physical education program

b. Students need to share in the selection and the planning of the content for the physical education program

c. Adjustments needed to be made in the program for students with special learning needs

TABLE VI

RESPONSES OF CLASS MANAGEMENT SURVEY

		YES	NO	NOT SURE
1. Is pupil leadership developed and utilized by providing leadership responsibilities in the daily instructional program?	ELEMENTARY	89%	7%	4%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	65%	26%	9%
	TOTAL	87%	10%	3%
2. Are appropriate activities planned for the various age and skill levels?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	91%	9%	0%
	HIGH SCHOOL	83%	13%	4%
	TOTAL	94%	5%	1%
3. Is there an adequate program of physical education for children who are temporarily or permanently restricted from participating in the regular physical education program?	ELEMENTARY	28%	43%	30%
	MIDDLE SCHOOL	26%	57%	17%
	HIGH SCHOOL	52%	44%	4%
	TOTAL	32%	47%	21%
4. Are activities constantly supervised to avoid possible accidents?	ELEMENTARY	96%	4%	0%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	98%	2%	0%
5. Is the bulletin board used to display materials pertinent to the unit being taught or the physical education program?	ELEMENTARY	89%	7%	4%
	MIDDLE SCHOOL	80%	20%	0%
	HIGH SCHOOL	70%	26%	4%
	TOTAL	82%	15%	28%
6. Is the class organized in such a way that there will be maximum participation on the part of the student?	ELEMENTARY	91%	2%	7%
	MIDDLE SCHOOL	86%	14%	0%
	HIGH SCHOOL	74%	22%	4%
	TOTAL	86%	10%	4%
7. Is the class organized in such a way that there will be maximum participation on the part of the student?	ELEMENTARY	98%	2%	0%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	98%	2%	0%

TABLE VI (Continued)

		YES	NO	NOT SURE
8. Do the students share in the selection and planning of content for the physical education program?	ELEMENTARY	48%	45%	7%
	MIDDLE SCHOOL	66%	34%	0%
	HIGH SCHOOL	78%	22%	0%
	TOTAL	60%	37%	3%
9. Are the instructor and students neat and dressed appropriately for the activity?	ELEMENTARY	85%	11%	4%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	79%	17%	4%
	TOTAL	88%	10%	2%
10. Are all necessary equipment and supplies at hand an properly arranged?	ELEMENTARY	80%	9%	11%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	89%	5.5%	5.5%
11. Is the locker room orderly and well supervised?	ELEMENTARY	30%	11%	59%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	91%	9%	0%
	TOTAL	64%	7%	29%
12. Are adjustments made in the program for students with special learning needs?	ELEMENTARY	63%	18.5%	18.5%
	MIDDLE SCHOOL	75%	14%	11%
	HIGH SCHOOL	65%	26%	9%
	TOTAL	67%	19%	14%

Program

The results of the fourth section, program, consisted of 21 questions pertaining to curriculum (Table VII). The results of the survey indicated that 10 questions (1, 4, 6, 12, and 15-20) needed the following revisions:

TABLE VII

RESPONSES FROM THE PROGRAM SURVEY

		YES	NO	NOT SURE
1. Is the program specifically structured around the needs, interests, and abilities of the students with provisions for the handicapped and gifted students?	ELEMENTARY	50%	24%	26%
	MIDDLE SCHOOL	45.5%	45.5%	9%
	HIGH SCHOOL	57%	30%	13%
	TOTAL	50%	32%	18%
2. Does the course of study include written aims and objectives designed to contribute to the education of all children?	ELEMENTARY	80%	13%	77%
	MIDDLE SCHOOL	77%	17%	6%
	HIGH SCHOOL	74%	26%	0%
	TOTAL	78%	17%	5%
3. Is the program as broad in scope as the facilities will permit?	ELEMENTARY	92%	2%	6%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	87%	13%	0%
	TOTAL	93%	5%	2%
4. Is the outline of the total physical education program on file in the administrative and/or supervisory offices?	ELEMENTARY	52%	17%	31%
	MIDDLE SCHOOL	75%	11%	14%
	HIGH SCHOOL	74%	9%	17%
	TOTAL	63%	13%	24%
5. Is the curriculum in physical education planned with careful consideration to the scope and sequence of activities?	ELEMENTARY	87%	6%	7%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	78%	13%	9%
	TOTAL	88%	6%	6%
6. Are the existing physical education and health education programs constructed so as to complement one another?	ELEMENTARY	57%	13%	30%
	MIDDLE SCHOOL	60%	26%	14%
	HIGH SCHOOL	39%	52%	9%
	TOTAL	55%	25%	20%
7. Are up-to-date sources of curriculum materials used and available to the staff?	ELEMENTARY	87%	6%	7%
	MIDDLE SCHOOL	85%	6%	9%
	HIGH SCHOOL	70%	13%	17%
	TOTAL	83%	7%	10%
8. Are intramural activities provided as an outgrowth of the total programs?	ELEMENTARY	61%	24%	15%
	MIDDLE SCHOOL	91%	9%	0%
	HIGH SCHOOL	65%	26%	9%
	TOTAL	71%	20%	9%

TABLE VII (Continued)

		YES	NO	NOT SURE
9. Are sportsdays provided during the school year?	ELEMENTARY	87%	13%	0%
	MIDDLE SCHOOL	86%	14%	0%
	HIGH SCHOOL	83%	17%	0%
	TOTAL	86%	14%	0%
10. Should yearly dates be set for sportsdays in accordance with the seasonal activities prior to the school year?	ELEMENTARY	82%	9%	9%
	MIDDLE SCHOOL	88%	6%	6%
	HIGH SCHOOL	87%	4%	9%
	TOTAL	85%	7%	8%
11. Should sportsdays be held during school year?	ELEMENTARY	78%	11%	11%
	MIDDLE SCHOOL	74%	26%	0%
	HIGH SCHOOL	52%	35%	13%
	TOTAL	71%	21%	8%
12. As a physical educator, do you work with "feeder" schools to establish the level of progression attained by previous students?	ELEMENTARY	15%	70%	15%
	MIDDLE SCHOOL	26%	68%	6%
	HIGH SCHOOL	35%	61%	4%
	TOTAL	22%	68%	10%
13. Are physical education activities scheduled by seasonal schedule patterns?	ELEMENTARY	83%	11%	6%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	92%	5%	3%
14. Does the school have enough instructors to meet the needs of the students?	ELEMENTARY	82%	11%	7%
	MIDDLE SCHOOL	66%	31%	3%
	HIGH SCHOOL	65%	26%	9%
	TOTAL	73%	21%	6%
15. Are students given the opportunity to enroll in particular activities?	ELEMENTARY	27%	54%	19%
	MIDDLE SCHOOL	66%	34%	0%
	HIGH SCHOOL	78%	13%	9%
	TOTAL	50%	39%	11%
16. Should an in-service program be offered for parents as an update or review of physical education activities?	ELEMENTARY	43%	37%	20%
	MIDDLE SCHOOL	51%	20%	29%
	HIGH SCHOOL	26%	39%	35%
	TOTAL	42%	32%	26%

TABLE VII (Continued)

		YES	NO	NOT SURE
17. Should physical education activities I and II be offered at a level for students who have completed the previous level?	ELEMENTARY	42%	30%	28%
	MIDDLE SCHOOL	74%	17%	9%
	HIGH SCHOOL	91%	4.5%	4.5%
	TOTAL	63%	20%	17%
18. Should a health program be included in the physical education program?	ELEMENTARY	74%	4%	22%
	MIDDLE SCHOOL	49%	34%	17%
	HIGH SCHOOL	82%	9%	9%
	TOTAL	68%	14%	18%
19. Should a health program be offered as an elective?	ELEMENTARY	30%	40%	30%
	MIDDLE SCHOOL	37%	46%	17%
	HIGH SCHOOL	61%	26%	13%
	TOTAL	38%	39%	23%
20. Should athletics be part of the middle school program?	ELEMENTARY	43%	35%	22%
	MIDDLE SCHOOL	43%	48%	9%
	HIGH SCHOOL	69%	22%	9%
	TOTAL	48%	37%	15%
21. Should athletics be part of the high school program?	ELEMENTARY	96%	0%	4%
	MIDDLE SCHOOL	91%	3%	6%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	95%	2%	3%

a. The program needed to be structured around the needs, interests, and abilities of the students with provisions for the handicapped and the gifted student

b. There was a need for an outline of the total physical education program on file in the supervisors' offices

c. The existing physical education and health education programs constructed need to compliment one another

d. Intramural activities need to be provided as an outgrowth of the total program

e. Sportsdays need to be held during school hours

f. Instructors need to work with the "feeder" schools to establish the level of progression attained by previous students

g. Instructors surveyed were in favor of an inservice program offered for parents as an update or review of physical education activities

h. The middle schools and high schools were in favor of physical education activities I and II being offered at a level for students who have completed the previous levels

i. A health program needed to be included in the physical education program

j. Athletics should be part of the middle school and high school program

Staff and Staff Development

The results of the fifth section, staff and staff development, consisted of 10 questions that were surveyed (Table VIII). The results of the survey indicated that four questions (4, 5, 8, and 9) needed the following revisions:

a. A committee needed to give annual consideration to needed revision in the program

b. A physical educator needs to be more confident and prepared in teaching an adaptive physical education program to meet special needs of some students

TABLE VIII

RESPONSES OF THE STAFF AND STAFF DEVELOPMENT SURVEY

		YES	NO	NOT SURE
1. As a physical education teacher, do you meet state certification standards for teaching physical education of grades K-12?	ELEMENTARY	93%	7%	0%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	95%	5%	0%
2. As a physical education teacher, are you following a plan for personal and progressional growth through participation in graduate or advanced work, workshops and conferences, meetings and conventions, and independent study?	ELEMENTARY	98%	2%	0%
	MIDDLE SCHOOL	89%	11%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	95%	5%	0%
3. As a physical educator, do you respect other physical education instructors and work willingly together as a staff?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	100%	0%	0%
4. Does a course of study committee give consideration annually to needed revisions in the program?	ELEMENTARY	61%	9%	30%
	MIDDLE SCHOOL	43%	26%	31%
	HIGH SCHOOL	44%	17%	39%
	TOTAL	52%	16%	32%
5. As a physical educator, are you adequately prepared and confident in teaching an adaptive physical education program to meet the special needs of some students?	ELEMENTARY	66%	15%	19%
	MIDDLE SCHOOL	52%	31%	17%
	HIGH SCHOOL	79%	17%	4%
	TOTAL	64%	21%	15%
6. Has the school system organized an inservice education and staff development for improving the quality of instruction in the physical education classes?	ELEMENTARY	94%	2%	4%
	MIDDLE SCHOOL	82%	9%	9%
	HIGH SCHOOL	83%	17%	0%
	TOTAL	88%	7%	5%
7. Do you, as a physical educator, attend the required in-service meetings?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	99%	1%	0%

TABLE VIII (Continued)

		YES	NO	NOT SURE
8. As a physical educator are you a member of OAHPERD?	ELEMENTARY	65%	35%	0%
	MIDDLE SCHOOL	49%	51%	0%
	HIGH SCHOOL	48%	52%	0%
	TOTAL	56%	44%	0%
9. As a physical educator, are you a member of AAHPERD?	ELEMENTARY	41%	59%	0%
	MIDDLE SCHOOL	37%	60%	3%
	HIGH SCHOOL	39%	61%	0%
	TOTAL	39%	60%	1%
10. As a physical education instructor, do you exemplify a fit and healthy lifestyle?	ELEMENTARY	87%	9%	4%
	MIDDLE SCHOOL	75%	14%	11%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	85%	10%	5%

c. Physical educators need to join and become active in OAHPERD and AAHPERD (professional organizations)

Community Relations

The results of the sixth section of the survey, community relations, consisted of five questions (Table IX). The results of the survey indicated that two questions (1 and 5) needed the following revisions:

a. Community resource personnel needed to be utilized to the best advantage to achieve program objectives

b. There is a need for an adequate opportunity for parents, teachers and children to particpate together

TABLE IX

RESPONSES OF THE COMMUNITY RELATIONS SURVEY

		YES	NO	NOT SURE
1. Are community resources personnel utilized to the best advantage to achieve program objectives?	ELEMENTARY	50%	28%	22%
	MIDDLE SCHOOL	46%	37%	17%
	HIGH SCHOOL	57%	30%	13%
	TOTAL	50%	31%	19%
2. Is there a consistent effort made to interpret an promote the program to the parents and the public?	ELEMENTARY	96%	4%	0%
	MIDDLE SCHOOL	77%	14%	9%
	HIGH SCHOOL	69%	22%	9%
	TOTAL	85%	11%	4%
3. As a physical educator, do you participate in community affairs?	ELEMENTARY	87%	9%	4%
	MIDDLE SCHOOL	66%	31%	3%
	HIGH SCHOOL	74%	26%	0%
	TOTAL	78%	20%	2%
4. Does the school and community share each other's physical education facilities?	ELEMENTARY	74%	22%	4%
	MIDDLE SCHOOL	89%	11%	0%
	HIGH SCHOOL	91%	0%	9%
	TOTAL	82%	14%	4%
5. Are there adequate opportunities for parents, teachers, and children to participate together?	ELEMENTARY	33%	56%	11%
	MIDDLE SCHOOL	31%	52%	17%
	HIGH SCHOOL	30%	57%	13%
	TOTAL	32%	55%	13%

Facilities and Equipment

The results of the seventh section, facilities and equipment, consisted of 16 questions (Table X). The results of the survey indicated that eight questions (1, 4, 6-10, 12d, 12e, 12g, and 12h) needed

TABLE X

RESPONSES OF THE FACILITIES AND EQUIPMENT SURVEY

		YES	NO	NOT SURE
1. As a physical educator, are you allocated sufficient money to purchase needed supplies and equipment?	ELEMENTARY	41%	55%	4%
	MIDDLE SCHOOL	37%	54%	9%
	HIGH SCHOOL	56%	44%	0%
	TOTAL	43%	53%	4%
2. Are indoor and outdoor facilities designed to be used by community and recreational groups?	ELEMENTARY	65%	28%	7%
	MIDDLE SCHOOL	89%	11%	0%
	HIGH SCHOOL	74%	22%	4%
	TOTAL	74%	22%	4%
3. Is the outdoor area adjacent to the school building and is it large enough to provide space for a variety of activities?	ELEMENTARY	88%	6%	6%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	87%	13%	0%
	TOTAL	91%	6%	3%
4. Is the outdoor area properly surfaced graded, drained, enclosed, and free of safety hazards?	ELEMENTARY	61%	39%	0%
	MIDDLE SCHOOL	57%	40%	3%
	HIGH SCHOOL	66%	30%	4%
	TOTAL	61%	38%	1%
5. Does the gymnasium and auxiliary indoor teaching stations have properly painted lines on the floors?	ELEMENTARY	77%	17%	6%
	MIDDLE SCHOOL	86%	14%	0%
	HIGH SCHOOL	91%	9%	0%
	TOTAL	83%	14%	3%
6. Do the gymnasium and auxiliary indoor teaching stations have properly painted lines on the floors?	ELEMENTARY	55%	39%	6%
	MIDDLE SCHOOL	69%	28%	3%
	HIGH SCHOOL	87%	13%	0%
	TOTAL	66%	30%	4%
7. Is there proper storage space available?	ELEMENTARY	52%	44%	4%
	MIDDLE SCHOOL	74%	26%	0%
	HIGH SCHOOL	70%	30%	0%
	TOTAL	63%	36%	1%
8. Are dressing areas available?	ELEMENTARY	11%	85%	4%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	56%	42%	2%

TABLE X (Continued)

		YES	NO	NOT SURE
9. Do locker rooms have the following:				
a. Clean and functioning showers and toilets?	ELEMENTARY	17%	39%	44%
	MIDDLE SCHOOL	86%	14%	0%
	HIGH SCHOOL	87%	13%	0%
	TOTAL	53%	26%	21%
b. Adequate benches, mirrors, and hair dryers?	ELEMENTARY	20%	43%	37%
	MIDDLE SCHOOL	63%	34%	3%
	HIGH SCHOOL	61%	35%	4%
	TOTAL	47%	38%	20%
10. Are all facilities properly maintained?	ELEMENTARY	48%	28%	24%
	MIDDLE SCHOOL	63%	37%	0%
	HIGH SCHOOL	66%	30%	4%
	TOTAL	56%	31%	13%
11. Are bulletin boards, chalkboards, charts, pictures and other visual aids available?	ELEMENTARY	94%	2%	4%
	MIDDLE SCHOOL	91%	6%	3%
	HIGH SCHOOL	91%	9%	0%
	TOTAL	93%	5%	2%
12. Is there adequate equipment available, such as:				
a. Balls?	ELEMENTARY	76%	24%	0%
	MIDDLE SCHOOL	60%	40%	0%
	HIGH SCHOOL	74%	26%	0%
	TOTAL	71%	29%	0%
b. Bats?	ELEMENTARY	98%	4%	0%
	MIDDLE SCHOOL	94%	6%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	96%	4%	0%
c. Nets?	ELEMENTARY	89%	11%	0%
	MIDDLE SCHOOL	94%	6%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	92%	8%	0%

TABLE X (Continued)

		YES	NO	NOT SURE
e. Paddles?	ELEMENTARY	60%	33%	7%
	MIDDLE SCHOOL	74%	23%	3%
	HIGH SCHOOL	74%	22%	4%
	TOTAL	67%	28%	5%
e. Clubs?	ELEMENTARY	59%	37%	4%
	MIDDLE SCHOOL	77%	6%	17%
	HIGH SCHOOL	65%	22%	13%
	TOTAL	66%	24%	10%
f. Ropes?	ELEMENTARY	81%	19%	0%
	MIDDLE SCHOOL	86%	11%	3%
	HIGH SCHOOL	70%	26%	4%
	TOTAL	80%	18%	2%
g. Bean Bags?	ELEMENTARY	74%	22%	4%
	MIDDLE SCHOOL	55%	31%	14%
	HIGH SCHOOL	52%	35%	13%
	TOTAL	63%	28%	9%
h. Hoops?	ELEMENTARY	52%	48%	0%
	MIDDLE SCHOOL	60%	26%	14%
	HIGH SCHOOL	70%	13%	17%
	TOTAL	58%	34%	8%
i. Record Player?	ELEMENTARY	93%	7%	0%
	MIDDLE SCHOOL	77%	17%	6%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	88%	10%	2%
j. Fitness Records?	ELEMENTARY	78%	22%	0%
	MIDDLE SCHOOL	80%	14%	6%
	HIGH SCHOOL	87%	9%	4%
	TOTAL	80%	17%	3%
k. Dance Records?	ELEMENTARY	76%	24%	0%
	MIDDLE SCHOOL	72%	14%	14%
	HIGH SCHOOL	74%	17%	9%
	TOTAL	74%	20%	6%

TABLE X (Continued)

		YES	NO	NOT SURE
l. Standards (Nets)?	ELEMENTARY	89%	11%	0%
	MIDDLE SCHOOL	86%	14%	0%
	HIGH SCHOOL	87%	9%	4%
	TOTAL	88%	11%	1%
m. Mats?	ELEMENTARY	78%	22%	0%
	MIDDLE SCHOOL	80%	20%	0%
	HIGH SCHOOL	91%	9%	0%
	TOTAL	81%	19%	0%
n. Climbing Apparatus?	ELEMENTARY	74%	26%	0%
	MIDDLE SCHOOL	74%	23%	3%
	HIGH SCHOOL	61%	35%	4%
	TOTAL	71%	27%	2%
o. Gymnastic Apparatus?	ELEMENTARY	68%	28%	4%
	MIDDLE SCHOOL	91%	6%	3%
	HIGH SCHOOL	87%	13%	0%
	TOTAL	80%	18%	2%
13. Is an inventory made periodically of existing equipment?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	94%	3%	3%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	97%	2%	1%
14. Are equipment and supplies purchased in accordance with the inventory and anticipated needs?	ELEMENTARY	92%	6%	2%
	MIDDLE SCHOOL	85%	6%	9%
	HIGH SCHOOL	96%	0%	4%
	TOTAL	90%	5%	5%
15. Are students instructed in the proper ways of caring for supplies equipment, and facilities?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	94%	6%	0%
	HIGH SCHOOL	91%	4.5%	4.5%
	TOTAL	96%	3%	1%
16. Are equipment and supplies checked periodically for safety hazards?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	99%	1%	0%

the following revisions:

a. More money needed to be allocated to purchase necessary supplies and equipment

b. The outdoor area needed to be properly surfaced, graded, drained, enclosed, and free of safety hazards

c. Ceilings in the gymnasiums should be at least 20 feet high

d. Proper storage space should be made available

e. Dressing areas are needed in the elementary schools

f. Adequate benches, mirrors, and hair dryers should be added to the locker rooms

g. Facilities must be properly maintained

h. Additional equipment should be available: paddles, clubs, bean bags, hoops, gymnastic apparatus

Evaluation

The results of the eighth section, evaluation, consisted of 11 questions (Table XI). The results of the survey indicated that question 8 needed the following revision:

a. Administrators, faculty, and parents should share in the evaluation program

The eight sections surveyed helped the researcher to determine necessary changes that needed to be made to update the curriculum to provide a progressive, sequential program.

Additionally, the researcher utilized ideas gleaned over the years from books and articles by curriculum authorities, personal experiences in teaching, presentations at conventions and conferences, and other such experiences. These ideas were discussed with the

TABLE XI

RESPONSES OF THE EVALUATION SURVEY

		YES	NO	NOT SURE
1. Is there a system for reporting pupil progress?	ELEMENTARY	96%	4%	0%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	97%	3%	0%
2. Is evaluation of individual progress consistent with the objectives of the physical education program?	ELEMENTARY	90%	6%	4%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	82%	9%	9%
	TOTAL	92%	5%	3%
3. Do the tests used to evaluate students include: a. Strength, endurance, and flexibility?	ELEMENTARY	100%	0%	0%
	MIDDLE SCHOOL	88%	3%	9%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	96%	1%	3%
b. Motor ability and skills?	ELEMENTARY	98%	2%	0%
	MIDDLE SCHOOL	91%	6%	3%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	96%	3%	1%
c. Attitudes?	ELEMENTARY	69%	31%	0%
	MIDDLE SCHOOL	80%	11%	9%
	HIGH SCHOOL	87%	13%	0%
	TOTAL	76%	21%	3%
d. Knowledge?	ELEMENTARY	63%	33%	4%
	MIDDLE SCHOOL	97%	0%	3%
	HIGH SCHOOL	91%	9%	0%
	TOTAL	80%	17%	3%
4. Is each student graded according to progress made within his or her limitations?	ELEMENTARY	89%	7%	4%
	MIDDLE SCHOOL	97%	3%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	93%	5%	2%

TABLE XI (Continued)

		YES	NO	NOT SURE
5. Do all students understand what they must accomplish to achieve each possible grade?	ELEMENTARY	80%	9%	11%
	MIDDLE SCHOOL	100%	0%	0%
	HIGH SCHOOL	100%	0%	0%
	TOTAL	90%	5%	5%
6. Does the evaluation system indicate the extent to which students have achieved the objectives of the course and the total physical education program?	ELEMENTARY	66%	15%	19%
	MIDDLE SCHOOL	88%	6%	6%
	HIGH SCHOOL	87%	13%	0%
	TOTAL	78%	12%	10%
7. Is there a continuous evaluation of the program by the physical education teacher?	ELEMENTARY	92%	4%	4%
	MIDDLE SCHOOL	94%	3%	3%
	HIGH SCHOOL	91%	9%	0%
	TOTAL	93%	5%	2%
8. Do administrators, faculty, and parents share in the evaluation program?	ELEMENTARY	28%	63%	9%
	MIDDLE SCHOOL	43%	54%	3%
	HIGH SCHOOL	52%	39%	9%
	TOTAL	38%	55%	7%
9. Is there a periodic evaluation of the teacher by the administration?	ELEMENTARY	94%	6%	0%
	MIDDLE SCHOOL	91%	9%	0%
	HIGH SCHOOL	96%	4%	0%
	TOTAL	94%	6%	0%
10. Is the teacher evaluation used in a constructive way to improve the quality of instruction?	ELEMENTARY	87%	4%	9%
	MIDDLE SCHOOL	88%	9%	3%
	HIGH SCHOOL	78%	9%	13%
	TOTAL	86%	6%	8%
11. Do all physical education teachers in your building use the same grading policies?	ELEMENTARY	82%	9%	9%
	MIDDLE SCHOOL	74%	26%	0%
	HIGH SCHOOL	66%	30%	4%
	TOTAL	76%	19%	5%

subcommittees to arrive at an acceptable statement of philosophy for physical education curriculum for the Tulsa Public Schools.

The curriculum committee, in stating the philosophy for the Tulsa Public Schools, made only a few changes from the existing philosophy, and included in the philosophy the high value placed on human life, health, and fitness. The curriculum committee also supported Annarino's (1981) philosophies regarding the physical domain; therefore, defining the general objectives of the curriculum was revised to support Annarino's idea that the physical domain should be separated from the psychomotor domain. The general objectives emphasize opportunities for each student to participate and succeed at his/her own level as an individual or as a member of a group.

The characteristics were divided into the four domains. At each domain the committee interpreted characteristics and implications for each of the grade levels. The subcommittees divided into the levels of specialization and revised acceptable characteristics and implications for each of the four domains for each of the grade levels of instruction. The committee then compiled all work researched from books and curriculum authorities, and revised the existing program to include age characteristics at every grade level, and the opportunities needed to achieve these objectives (Table XII).

The curriculum committee combined the two guides to a progressive guide for all grades with a broad scope of activities as indicated in the survey. One of the important revisions to the scope and sequence was the inclusion of the health education program into physical education. The scope and sequence, K-12 (Table XIII) revised by the committee were listed under the areas of content, activity, grades where

TABLE XII

CHARACTERISTICS AND PROGRAM IMPLICATIONS

Level K-3

Organic (Physical Domain)	Neuromuscular (Psychomotor Domain)	Intellectual (Cognitive Domain)	Social & Emotional (Affective Domain)
Characteristics:			
Large muscles more developed than small muscles	Dominant eye and hand established	Short attention span	Egocentric and individualistic
Limited strength	Body control and skills developing	Curious	Domineering, shy and insecure
Heart and lungs are relatively small	Eye-hand coordination developing	Wants to know why	Variety of emotional reactions
Lack of endurance	Enjoys rhythmic movement and sounds	Expresses individual views and ideas	Seeks personal attention and approval
Quick recovery from fatigue	Slow reaction time	Begins to understand team play	Boys and girls tend to form separate groups
Bones are developing	Very active and energetic		Ability to reason limited
			Reckless and accident prone
			Enjoys rough and tumble activity
Implications:			
Opportunities to manipulate large and small objects	Opportunity to handle objects	Activities with short explanation	Experiences in sharing and becoming interested in others
Exploration and variation of gross motor skills	Practice in perceptual motor skills	Frequent change of activity or task	Affection, praise and encouragement
Large muscle and vigorous activities	Opportunity to create and explore	Explain reasons for various activities	Need to teach taking turns, sharing, learning to win or lose, value of fair play
Change of activity and frequent rest	Vigorous play	Allow time for children to do own thing	Recognize children
		Offer group activities and simple dances that involve cooperation	No separation of sexes in certain activities
			Provide opportunity for problem solving
			Appreciate safety
			Recognize need for rough and tumble activity

TABLE XII (Continued)

Level 4-5

Organic (Physical Domain)	Neuromuscular (Psychomotor Domain)	Intellectual (Cognitive Domain)	Social & Emotional (Affective Domain)
Characteristics:			
Physical growth exceeds muscular strength and endurance	Improved body coordination and skills	Longer attention span	Craving for recognition
Growth spurt	Improved reaction time	Wants to know rules and strategies	Group loyalty
Tendency toward poor posture	Differences in physical capacity and skill development	Intellectual curiousity	Increasing attitudes of independence
Sex differences are appearing	Gross motor patterns are more refined	Wants to be involved	Likes to accept responsibility as well as be considered trustworthy
Heart and lungs are more developed	Eye-hand coordination improved	Interested in facts and realism	Acceptance of peer group
		Questions relevance of various activities	Intense desire to excel
		Desires information about importance of fitness and health related topics	Sex antagonism
			Excitable, eager and impatient
Implications:			
Daily physical activity periods for longer time	Continous activities stressing coordination	Activities with continuity, more complex rules and understanding	Need encouragement and recognition from peers and adults
Activities to develop needs	Opportunities to practice, improve and display rapid changes	Explain reasons and strategies	Offer activities that stress group cooperation
Develop muscle tone and strength for proper body alignment	Daily practice helps one develop and refine skills	Activities to stimulate transfer of knowledge	Provide variety of activities that develop leadership
Offer activities that consider individual differences	Opportunities to handle objects with accuracy	Some freedom in setting standards and rules	Rotate team position and squad make up
Continue vigorous program to enhance growth and development	More challenging activities for body control	Decrease activities with imaginative play	Appreciate team participation
	Coeducational activities with emphasis on differences of participants	Reinforce reasons for various activities and skills	Guided practice sessions and self testing activities
		Provide information about fitness and health topics	Include a variety of activities
			Offer coeducational activities

TABLE XII (Continued)

Level 6-8

Organic (Physical Domain)	Neuromuscular (Psychomotor Domain)	Intellectual (Cognitive Domain)	Social & Emotional (Affective Domain)
Characteristics:			
Rapid growth and development	Motor ability increases but at a slower rate	Longer attention span	Sense of belonging and acceptance by peer group
Needs more rest	Coordination improvement	Intellectual reasoning, judgement, imaginative powers increasing	Hard to control emotions
Boys are faster and stronger than girls	Capable of learning more complex activities	Advanced ability to follow directions	Loyalty to team
Flexibility decreasing	Reaction time refined	Concentration increases	Interest in self improvement
Onset of puberty	Eye-hand coordination well developed		Escaping from reality
Blood pressure increases	Motivation and achievement in physical fitness		Increasing opportunity for independence
Good grooming awareness	Girls are reaching peak in attainment of motor skills, boys still improving		Beginning awareness of opposite sex
			Desire more competition
			Development of good sportsmanship and good spectatorship
			Rebel against adult authority
			Immediate need for gratification
Implications:			
Frequent posture and fitness screening	Activities to develop strength and flexibility	Activities with more complex rules and understanding	Activities to succeed and obtain group recognition
Provide information concerning rest and relaxation	Opportunities to practice skills and coordination	Opportunities for logical reasoning and abstract thinking	Cooperative games and good sportsmanship
Information concerning body changes	A variety of activities for advanced skills		Vigorous activities
Good health habits			Self testing activities
			Coeducational activities
			Opportunities to participate competitively

TABLE XII

Level 9-12

Organic (Physical Domain)	Neuromuscular (Psychomotor Domain)	Intellectual (Cognitive Domain)	Social & Emotional (Affective Domain)
Characteristics:			
Complete bone growth	General coordination has improved	Increase powers of reasoning and judgement	More cheerful, friendly and outgoing
Strength is doubled (boys)	Body coordination and skills refined	Pursue intellectual and passive activities	Personal appearance
Rapid weight increase	Sports specialization	rather than vigorous activities	Broadening of social attitudes and
Increase endurance	Boys are nearing peak and girls		personal philosophies
Skin disorders	leveling off in skill abilities	Increase powers of imagination and thinking	More independence
Rest similar to adults			Self-assessment
		Seeking ideals and meaning of life	Dating
		Begins to relate present output with future goals	
		Know own limitations	
Implications:			
Stress form and skills	Variety of activities	Activities providing strategies	Accepting victory and defeat through structured activities
Separate certain activities for boys	Challenging activities	Strenuous activities to promote development	Appreciation of good health and personal
More vigorous and prolonged activities	Opportunity to specialize	Information for lifetime goals	appearance
			Coeducational activities
Nutrition and health habits		Understanding varying limitations	Individual activities
			Self testing activities

the activity should begin and end, and lifetime activities. The grades were divided into the following categories: K-3, 4-5, 6-8, 9-12 and lifetime (Table XIII).

The researcher and the members of the subcommittee reviewed the North Carolina Guide, A Framework for Physical Education, K-12 (North

TABLE XIII

SCOPE AND SEQUENCE, K-12

CONTENT AREA	ACTIVITY	K - 3	4 - 5	6 - 8	9 - 12	LIFETIME
I. AQUATICS	Aerobic Exercise		X	X	X	X
	Basic Water Safety		X	X	X	X
	Lifesaving				X	X
	Small Crafts				X	X
	Swimming Instruction		X	X	X	X
	Synchronized Swimming				X	
	WSI				X	
	Water Games		X	X	X	X
II. DEAVCETLIOVPIMTEIENTSAL	Aerobic Activities	X	X	X	X	X
	Body Mechanics	X	X	X	X	X
	Circuit Training	X	X	X	X	
	Exercise	X	X	X	X	X
	Fitness	X	X	X	X	X
	Locomotor/Nonlocomotor	X	X			
	Manipulative Skills	X	X	X		
	Obstacle Course	X	X	X	X	X
	Weight Training			X	X	X
III. EXTENDED PROGRAM	Athletics				X	
	Intramurals		X	X	X	
	Sportsdays		X	X	X	
IV. GAMES	Lead-up	X	X	X		
	Low Organized	X	X	X		
	Modified		X	X	X	
	Relays	X	X	X	X	X

TABLE XIII (Continued)

CONTENT AREA	ACTIVITY	K - 3	4 - 5	6 - 8	9 - 12	LIFETIME
V. GYMNASTICS	Apparatus	X	X	X	X	
	Rhythmic Gymnastics		X	X	X	
	Stunts and Tumbling	X	X	X	X	
VI. HEALTH	Chemical Substance	X	X	X	X	X
	Community Health		X	X		X
	Consumer Health		X	X		X
	Disease Prevention	X	X	X	X	X
	Family Life	X	X	X	X	X
	Fitness	X	X	X	X	X
	Growth & Development	X	X	X	X	X
	Mental & Emotional	X	X	X	X	X
	Nutrition	X	X	X		X
	Personal Hygiene	X	X	X		X
	Safety & First Aid	X	X	X	X	X
VII. INDIVIDUAL SPORTS	Angling			X	X	X
	Archery				X	X
	Badminton		X	X	X	X
	Bowling		X	X	X	X
	Cross Country			X	X	X
	Fencing				X	X
	Golf		X	X	X	X
	Handball		X	X	X	X
	Pickleball		X	X	X	X
	Racquetball		X	X	X	X
	Self-defense				X	
	Table Tennis		X	X	X	X
	Tennis				X	X
	Track & Field		X	X	X	
	Wrestling			X	X	

TABLE XIII (Continued)

CONTENT AREA	ACTIVITY	K - 3	4 - 5	6 - 8	9 - 12	LIFETIME
VIII. OUTDOOR EDUCATION	Boating		-		X	X
	Camping	X	X	X	X	X
	Fishing			X	X	X
	Hiking	X	X	X	X	X
	Orienteering		X	X	X	X
	Repelling				X	X
IX. REACTIVATIONAL SKILLS	Cycling		X	X		X
	Frisbee		X	X		X
	Horse Shoes		X	X		X
	Kite Flying		X	X		X
	Shuffleboard		X	X		X
	Table Games			X		X
	Tug-of-war		X	X		X
X. RHYTHMICS	Aerobics	X	X	X	X	X
	Creative Movement	X	X	X		
	Folk Dance	X	X	X		X
	Juggling		X	X		
	Modern Dance				X	
	Rhythms	X	X	X	X	X
	Rope Jumping	X	X	X	X	X
	Square Dance	X	X	X	X	X
XI. SPECIAL PROGRAMS	Adapted	X	X	X	X	X
	Enrichment Activities	X	X	X	X	X
	Faculty Fitness					X
	School - Family	X	X	X	X	X

TABLE XIII (Continued)

CONTENT AREA	ACTIVITY	K - 3	4 - 5	6 - 8	9 - 12	LIFETIME
XII. TEAM SPORTS	Basketball			X	X	X
	Flag Football			X	X	
	Hockey		X	X	X	
	Soccer		X	X	X	X
	Softball		X	X	X	X
	Speedball			X		
	Team Handball		X	X	X	
	Volleyball		X	X	X	X

Carolina Department of Public Instruction, 1983) and from the ideas provided a concept for each content area which would apply to all children from grades K-12. The committees' next step was to develop subconcepts from the concepts for each of the activity areas at the different grade levels (Table XIV).

The researcher submitted to the subcommittee example of curriculum development format from various authors and guides. The curriculum committee selected pertinent information from some of the results of the survey, related literature, and from the North Carolina guide. The committee revised the curriculum development format to include examples for the different grade levels using the concepts, subconcepts, objectives and activities (Table XV).

The curriculum committee supported the ideas from the related literature for the evaluation process for the Tulsa Public Schools. The subcommittee addressed the following methods of evaluation: objective, subjective, and student evaluation.

TABLE XIV

TOPIC CONCEPTS, SUBCONCEPTS, CONTENT

I. **AQUATICS**

Concept: The need for water skills and safety is important for everyone.

Level 4-5

Subconcept: Swimming is fun.

- Aerobic exercise
- Basic water safety

  In and around the water
- Swimming instruction

  Basic strokes
- Water games

  Buddy games
  Low organized games

Level 6-8

Subconcept: Swimming skills and water safety are important.

- Aerobic exercise
- Basic water safety

  Pool
  Lake
  River
- Swimming instruction

  Beginning skills
  Advanced skills
  Intermediate skills
  Swimmer skills
- Water games

  Relays
  Team games

Level 9-12 (I)*

Subconcept: Progressive water skills enhance individual needs.

- Aerobic exercis

  Endurance conditioning
  Continuous Swimming
- Basic water safety

  Variety of skills
  Safety rules

TABLE XIV (Continued)

- Lifesaving
  - Artificial respiration
  - Forms of rescue
- Swimming instruction
  - Beginning
  - Advanced
  - Diving
- Synchronized swimming
  - Beginning
  - Advanced
  - Routine
- Water games
  - Polo
  - Volleyball
  - Basketball
  - Relays

Level 9-12 (II)*

Subconcept: Skills are refined for lifetime activities.

- Aerobic exercise
  - Speed and distance
  - Endurance conditioning
  - Marathon swimming

* I - Most often taught in grades 9 & 10.
**II - Most often taught in grades 11 & 12.

- Lifesaving
  - Skills
  - WSI
- Small crafts
  - Safety of small crafts
  - Power boating
- Swimming instruction
  - Beginning
  - Advanced
  - Scuba
  - Snorkeling
  - Skin diving
- Synchronized swimming
  - Advanced
  - Composing routines
- Water games
  - Polo
  - Basketball
  - Relays
  - Volleyball

TABLE XIV (Continued)

II. DEVELOPMENTAL ACTIVITIES

Concept: Developmental activities are essential skills for functional fitness.

Level K-3

Subconcept: Body awareness is learned through movement.

- Aerobic activities
- Body mechanics
  - Posture
  - Exercise
- Circuit training
- Exercise
  - Identification
  - Reasons and results
- Fitness
  - Reasons for movement
  - Ways to move
- Locomotor/Nonlocomotor skills
  - Ways to move
- Manipulative skills
  - Handling objects
  - Movement with objects
- Obstacle course

Level 4-5

Subconcept: Activities build skills and confidence.

- Aerobic activities
- Body mechanics
  - Posture
  - Exercise
- Circuit training
- Exercise
  - Identification
  - Reasons and results
- Fitness
  - Definition
  - Components
  - Fitness and your health
- Locomotor/Nonlocomotor skills
  - Reasons for movement
  - Movement and play

TABLE XIV (Continued)

- Manipulative skills
  - Types
- Obstacle course

Level 6-8

Subconcept: Challenging activities develop self achievement.

- Aerobic activities
  - Target heart rate
  - Vigorous exercise
- Body mechanics
  - Posture
- Circuit training
- Exercise
  - Warm-up
  - Participation
  - Cool down
- Fitness
  - Health related
  - Skill related
- Manipulative skills
- Obstacle course
- Weight training
  - Fitness
  - Strength
  - Endurance
  - Flexibility

Level 9-12 (I)

Subconcept: Activities increase individual development.

- Aerobic activities
  - Cardiorespiratory endurance
  - Rhythmic conditioning
- Body mechanics
  - Body alignment
  - Posture exercises
- Circuit training
- Fitness
  - Muscle strength and endurance
  - Cardiorespiratory endurance
  - Flexibility
  - Body composition
  - Agility
  - Speed
  - Power

TABLE XIV (Continued)

- Obstacle course

  Exercise for all body parts

- Weight training

  Muscle strength
  Endurance
  Flexibility

Level 9-12 (II)

Subconcept: Skills are refined and mastery is developed.

- Aerobic activities

  Cardiorespiratory endurance
  Rhythmic conditioning

- Body mechanics

  Correct alignment
  Relaxation

- Circuit training

- Fitness training

  Components
  Conditioning exercises
  Stretching exercises
  Physical fitness testing

- Weight training

  Circuit training
  Universal
  Isokinetics
  Interval training

III. EXTENDED PROGRAMS

Concept: Extended programs provide opportunities for additional participation.

Level 4-5

Subconcept: Interests are satisfied through additional challenges.

- Intramurals

  Indentification

- Sportsdays

  Identification

TABLE XIV (Continued)

Level 6-8

Subconcept: Participation provides an awareness of competition.

. Intramurals

Recreational
Intra-school

. Sportsdays

Competition between schools

Level 9-12 (I)

Subconcept: School spirit is promoted.

. Athletics

Individual participation
Policies
Team participation

. Intramurals

Within physical education class
Within the school

. Sportsdays

Extramurals
Community participation

Level 9-12 (II)

Subconcept: Participation provides an opportunity for specialization.

. Athletics

Individual participation
Policies
Team participation

. Intramurals

School participation
Group participation

. Sportsdays

Extramurals
Community participation

IV. GAMES

Concept: A variety of games is important for total development.

Level K-3

Subconcept: Games stimulate growth.

. Lead up games.

Basic motor skills
Rules

TABLE XIV (Continued)

- Low organized games

  Fundamental skills
  Rules

- Relays

Level 4-5

Subconcept: Cooperation and sportsmanship are developed.

- Lead up games

  Basic motor skills
  Rules
  Social interaction

- Low organized games

  Fundamental skills
  Rules

- Modified games

  Rules adjustments

- Relays

Level 6-8

Subconcept: Skill development is enhanced.

- Lead up games

  Basic motor skills
  Social interaction

- Low organized games

  Fundamental skills

- Modified games

  Rules adjustments

- Relays

  Skills
  Competition

Level 9-12 (I)

Subconcept: Games stimulate skilled participation.

- Modified games

  Lead up activities
  Duties of officials
  Adjusting to rules of games

- Relays

  Fundamental skills leading to games
  Ability to accept change
  Team interactions
  Progressive relays

TABLE XIV (Continued)

V. GYMNASTICS

Concept: Gymnastic activities contribute to overall fitness and body control.

Level K-3

Subconcept: Body awareness is developed.

- Apparatus

  Identification
  Safety
  Exploration

- Stunts and tumbling

  Safety
  Types of stunts
  Types of stumbling

Level 4-5

Subconcept: Fitness and body control are increased.

- Apparatus

  Safety
  Identify and compare apparatus
  Basic stunts
  Routines

- Rhythmic gymnastics

  Identification
  Beginning skills
  Routines

- Stunts and tumbling

  Safety
  Progression of skills
  Routines

Level 6-8

Subconcept: Self improvement is challenged.

- Apparatus

  Specific skills
  Individual performance
  Safety

- Rhythmic gymnastics

  Formations
  Creativity

- Stunts and tumbling

TABLE XIV (Continued)

Level 9-12 (I)

Subconcept: Activities promote advancement in skills and creativity.

- Apparatus

  Novice, intermediate, advanced
  Routine participation
  Individual and team performance
  Self-testing

- Rhythmic gymnastics

  Small apparatus
  Skills
  Routines

- Stunts and tumbling

  Individual and team stunts
  Novice, intermediate, advanced
  Routines
  Self-testing

Level 9-12 (II)

Subconcept: Aesthetic performance is cultivated.

- Apparatus

  Performing skills and routines
  Self-testing
  Routine composition

- Rhythmic gymnastics

  Small apparatus routines
  Individual, dual and team routines

VI. HEALTH

Concept: Health practices and decisions effect total body function.

Level K-3

Subconcept: Awareness of good health and safety habits is important.

- Chemical substances: use and abuse

  Poison prevention
  Over-the-counter
  Prescription

- Disease prevention and control

  Childhood diseases
  Health habits

- Family life

  Knowledge and reasons for families
  Responsibilities and privileges of family members

TABLE XIV (Continued)

- Fitness
  - Ways to move
  - Exercise
- Growth and development
  - Body parts
  - Senses
  - Inside the body
- Mental and emotional
  - Recognition of uniqueness
  - Feelings
  - Personal power
  - Self-concept
- Nutrition
  - Food groups
  - Food and health
- Personal hygiene
  - Personal grooming
  - Importance of teeth
- Safety and first aid
  - Environmental safety
  - Senses and safety
  - Safety hazards
  - Bicycle safety
  - Emergency reporting

Level 4-5

Subconcept: Sound health practices are essential.

- Chemical substances: use and abuse
  - Tobacco effects and decisions
  - Alcohol effects and decisions
  - Drug use and abuse
- Community health
  - Relationship of health to environment
  - Agencies
  - Physical examinations
- Consumer health
  - Health information
  - Health promoting and consumer products
  - Food fallacies
- Disease prevention and control
  - Types of diseases
  - Vaccines
- Family life
  - Changes within the family
  - Different friendships
  - Choices

TABLE XIV (Continued)

- Fitness

  Definition
  Fitness as related to health

- Growth and development

  Growth factors and patterns
  Systems
  Muscle and bones

- Mental and emotional

  Self-appraisal skills
  Peer pressure
  Emotions

- Nutrition

  Food selections
  Reasons for good nutrition

- Personal hygiene

  Grooming
  Dental hygiene

- Safety and first aid

  Safety and first aid
  Emergency procedures
  Basic first aid

Level 6-8

Subconcept: Decisions effect your health.

- Chemical substance: use and abuse

  Knowledge and effects of drugs
  Reasons for drug abuse
  Alternative to drugs

- Community health

  Environmental effects
  Understand reasons for physicals
  Organizations for environmental control

- Consumer health

  Advertising and how it effects our minds
  Become a skillful consumer
  Read and compare food labels

- Disease prevention and control

  Transmission of diseases
  Effects of disease on body systems
  Long term effects of disease
  Social disease prevention and control

- Family life

  Gender role
  Effects of economical status on self esteem
  Peer pressure
  Family problems
  Dating etiquette

TABLE XIV (Continued)

- Fitness

  Benefits from regular exercise
  Fitness values and attitudes
  Cardiorespiratory fitness and total fitness

- Growth and development

  Body systems
  Growth patterns
  Physical, emotional and social needs
  Lifetime patterns of male and female

- Mental and emotional

  Acceptance of self and others
  Setting mini-goals and future goals
  Dealing with stress

- Nutrition

  Values of food substances
  Fads and fallacies
  Gain and lose weight safely
  Diseases associated with weight problems

- Personal hygiene

  Causes of tooth decay and treatments
  Cleanliness
  Individual decisions

- Safety and first aid

  School, playground and pools
  Reporting accidents
  Home safety
  Risk taking activities
  Mini-course CPR

Level 9-12 (I)

Subconcept: Good health practices contribute to a wholesome environment.

- Chemical substance: use and abuse

  Drugs use and abuse
  Medical uses and effects

- Disease prevention and control

  Adolescent and young adults
  Infectious, non-infectious

- Family life

  Changing roles of the family
  Coping with aging, terminal illness and death

- Fitness

  Needs and choices
  Personal exercise programs

- Growth and development

  Changes during adolescence, young adulthood, middle age, old age
  Physical, mental, social

TABLE XIV (Continued)

- Mental and emotional

  Knowing yourself
  Planning ahead
  Making decisions

- Safety and first aid

  Accidents and causes
  Home accidents and safety

  First aid

Level 9-12 (II)

Subconcept: Health choices are and individual's responsibility.

- Chemical substance: use and abuse

  Drugs that are commonly abused
  Type of drugs

- Disease prevention and control

  Early detection of chronic disorders
  Disease of middle age and old age
  Reducing risk

- Family life

  Dating practices
  Peer group expectations

- Fitness

  Fitness for life
  Leisure and lifetime activities

- Growth and development

  Available resources for persons and families

- Mental and emotional

  Dealing with stress
  Helpful agencies

- Safety and first aid

  Helpful agencies

VII. INDIVIDUAL SPORTS

Concept: Individual sports provide an opportunity for personal interest.

Level 4-5

Subconcept: Participation enhances individual development.

- Badminton

  Safety
  Rules
  Skills and strategies

TABLE XIV (Continued)

- Bowling

  Safety
  Rules and etiquette
  Skills and strategies

- Golf

  Safety
  Rules
  Skills and strategies

- Handball

  Safety
  Rules
  Skills and strategies

- Pickleball

  Safety
  Rules
  Skills and strategies

- Racquetball

  Safety
  Rules
  Skills and strategies

- Table tennis

  Safety
  Rules
  Skills and strategies

- Track and field

  Safety
  Rules
  Skills and strategies

Level 6-8

Subconcept: Opportunities are provided to explore individual activities.

- Angling

  Coordination
  Basic skills
  Technique

- Badminton

  Eye-hand coordination
  Timing
  Skill

- Bowling

  Eye-hand coordination
  Timing
  Skill

- Cross country

  Endurance

TABLE XIV (Continued)

- Golf

  Eye-hand coordination
  Timing
  Skill

- Handball

  Eye-hand coordination
  Timing
  Skill

- Pickleball

  Eye-hand coordination
  Timing
  Skill

- Racquetball

  Eye-hand coordination
  Timing
  Skill

- Table tennis

  Eye-hand coordination
  Timing
  Skill

- Track and field

  Strength
  Speed
  Endurance

- Wrestling

  Flexibility

Level 9-12 (I)

Subconcept: Advancement of skills and strategies fulfills needs and desires.

- Angling

  Fundamentals
  Accuracy

- Archery

  Safety procedures
  Skill accuracy

- Badminton

  Agility and quick reaction
  Rules
  Lifetime activity

- Bowling

  Scoring and etiquette
  Lifetime activity

- Cross country

  Endurance
  Self achievement

TABLE XIV (Continued)

- Golf

  Rules
  Skills
  Lifetime activity

- Handball

  Quickness and agility
  Skills
  Knowledge of game

- Pickleball

  Rules
  Eye-hand coordination

- Racquetball

  Quickness and agility
  Eye-hand coordination

- Self-defense

  Skills
  Terminology
  Technique

- Table tennis

  Eye-hand coordination
  Skills and strategies

- Tennis

  Skills
  Rules
  Terminology

- Track and field

  Speed
  Endurance
  Flexibility

- Wrestling

  Skills
  Flexibility and strength

Level 9-12 (II)

Subconcept: A variety of individual activities is essential for lifetime sports.

- Angling

  Improve skill
  Lifetime activity

- Archery

  Skill
  Participate or conduct a tournament

- Bowling

  Advance participation
  Organize a tournament

TABLE XIV (Continued)

- Cross country

  Self achievement
  Participate in distance runs

- Fencing

  Rules and safety
  Reaction time
  Etiquette and skills

- Golf

  Skills and strategies
  Organize a tournament
  Lifetime activity

- Handball

  Improve agility and skills
  Lifetime activity

- Pickleball

  Skills and strategies
  Eye-hand coordination

- Racquetball

  Skills and strategies
  Competition

- Self-defense

  Techniques
  Self appraisal

- Table tennis

  Equipment selection
  Organize tournament

- Tennis

  Skills and strategies
  Organize tournament

- Track and field

  Specialization
  Plan a track meet

VIII. OUTDOOR EDUCATION

Concept: Outdoor education influences safety awareness and an appreciation of the environment.

Level K-3

Subconcept: An awareness of outdoor education creates an appreciation of nature.

TABLE XIV (Continued)

- Camping
  - Safety
  - Nature awareness
  - Equipment
- Hiking
  - Safety
  - Equipment
  - Preparation

Level 4-5

Subconcept: Outdoor safety promotes a healthy environment.

- Camping
  - Safety
  - Appreciation of nature
  - Equipment usage
- Hiking
  - Safety
  - Equipment usage
  - Preparation
- Orienteering
  - Identification
  - Compass usage

Level 6-8

Subconcept: An appreciation of outdoor skills is developed.

- Camping
  - Basic skills
  - Safety
  - Equipment
- Fishing
  - Safety
  - Equipment
- Hiking
  - Safety
  - Proper equipment
- Orienteering
  - Basic map reading
  - Survival

Level 9-12 (I)

Subconcept: Outdoor skills are practiced

- Camping
  - Respect for nature
  - Selecting campsite
- Fishing
  - Safety
  - Selection of equipment

TABLE XIV (Continued)

. Hiking

Safety
Proper equipment and clothing

. Orienteering

Proper use of compass
Making trails

Level 9-12 (II)

Subconcept: Utilization of outdoor education promotes a safe environment.

. Boating

Usage and safety

. Camping

Skills
Plan overnight campout

. Fishing

Still fishing
Casting
Trolling
Selection of equipment

. Hiking

Survival skills
Trails
Equipment

. Orienteering

Proper equipment
Compass reading

. Repelling

Safety
Skills and knowledge

IX. RECREATIONAL ACTIVITIES

Concept: Recreational skills enhance leisure time.

Level 4-5

Subconcept: Recreational activities are explored.

. Cycling

Safety
Skills

. Frisbee

Safety
Skills
Games

TABLE XIV (Continued)

- Horseshoes

  Safety
  Skills
  Rules

- Kite flying

  Safety
  Skills

- Shuffleboard

  Safety
  Skills
  Rules

- Tug-of-war

  Safety
  Skills
  Rules

Level 6-8

Subconcept: A variety of activities meets individual needs.

- Cycling

  Safety
  Balance
  Coordination

- Frisbee

  Eye-hand coordination
  Skills
  Games

- Horseshoes

  Safety
  Eye-hand coordination

- Kite flying

  Safety

- Shuffleboard

  Eye-hand coordination

- Table games

  Eye-hand coordination
  Rules and strategies

- Tug-of-war

  Basic skills
  Strength
  Safety

TABLE XIV (Continued)

X. RHYTHMICAL ACTIVITIES

Concept: Rhythms provide expression through movement.

Level K-3

Subconcept: Creative movement provides individual expression.

- Aerobics
- Creative movement
  - Locomotor
  - Nonlocomotor
  - Dramatics
- Folk dance
  - Types
  - Basic skills
- Rhythms
  - Simple patterns
  - Tempo
  - Directionality
- Rope jumping
  - Exploration
  - Timing
- Square dancing
  - Types
  - Basic skills
  - Working with a partner

Level 4-5

Subconcept: Rhythms have many forms.

- Aerobics
  - Basic movements
  - Creative movement
  - Routines
- Creative movement
  - Locomotor
  - Nonlocomotor
  - Dramatics
- Folk dance
  - Identification
  - Fundamental steps
  - Simple dances
- Juggling
  - Exploration of eye-hand coordination
  - Progression of skills

TABLE XIV (Continued)

Level 6-8

Subconcept: Rhythms provide enjoyable experiences.

- Aerobics
- Creative movement
  - Self expression
- Folk dance
  - Basic steps
  - Cultural background
- Juggling
  - Eye-hand coordination
- Rhythms
  - Timing and coordination
  - Creative movement
- Rope jumping
  - Timing and coordination
  - Skills
  - Endurance
- Square dance
  - Basic routines

Level 9-12 (I)

Subconcept: Development and self expression are enhanced.

- Aerobics
  - Composition
  - Appreciation
- Folk dance
  - Identify dance steps
  - Appreciation
  - Etiquette
- Modern dance
  - Creativity and self expression
  - Composition
- Rhythms
- Rope jumping
  - Skills
  - Composition
- Square dance
  - Terminology
  - Skills
  - Enjoyment

TABLE XIV (Continued)

Level 9-12 (II)

Subconcept: Rhythms are a valuable part of lifetime activities.

- Aerobics
  - Composition
  - Teach a routine
- Modern dance
  - Skills
  - Composition
  - Expression of dance
- Rhythms
  - Tempo
  - Self expression
- Rope jumping
  - Refine skills
  - Speed and agility
  - Individual, dual and team routines
- Square dance
  - Appreciation
  - Lifetime activity

XI. SPECIAL PROGRAMS

Concept: Special programs enhance community needs.

Level K-3

Subconcept: An awareness of community needs is important.

- Adaptive physical education
  - Awareness
- Enrichment activities
  - Guest speakers
- School family activities
  - Needs
  - Program development

Level 4-5

Subconcept: Special programs influence community needs.

- Adaptive physical education
  - Needs
  - Program development
- Enrichment activities
  - Special speakers
  - Field trips

TABLE XIV (Continued)

- School family activities

  Needs
  Program development

Level 6-8

Subconcept: Community interaction encourages participation.

- Adaptive physical education

  Rule modification
  Basic movement
  Safety

- Enrichment activities

  Resource personnel
  Demonstrations

- School family activities

  PTA
  Recreational
  Community interest involvement

Level 9-12 (I)

Subconcept: Special programs influence individuals and society.

- Adaptive physical education

  Individualized programs
  Instructional modifications
  Mainstreaming

- Enrichment activities

  Specialists
  Clinics

- School family activities

  Involvement
  PTA, sportsdays, physical education programs
  Fund raising

Level 9-12 (II)

Subconcept: Special programs provide enrichment within the community.

- Adaptive physical education

  Identify different types of handicaps
  Modified activities

- Enrichment activities

  Resource specialists
  Demonstrations

- School family activities

  Lifetime activities
  Student leadership

TABLE XIV (Continued)

XII. TEAM SPORTS

Concept: **Team activities promote positive attitudes essential for group interaction.**

Level 4-5

Subconcept: Cooperation is vital to successful group activities

- Hockey
  - Safety
  - Skills
  - Rules
- Soccer
  - Safety
  - Skills
  - Rules
- Softball
  - Safety
  - Skills
  - Rules
- Team handball
  - Safety
  - Skills
  - Rules
- Volleyball
  - Safety
  - Skills
  - Rules

Level 6-8

Subconcept: Team effort is important toward a common goal.

- Basketball
  - Skills
  - Sportsmanship
  - Safety
  - Rules
  - Eye-hand coordination
- Hockey
  - Rules
  - Skills
  - Sportsmanship
  - Safety
  - Eye-hand coordination
- Flag football
  - Rules
  - Skills
  - Sportsmanship
  - Safety
  - Eye-hand coordination

TABLE XIV (Continued)

- Soccer
  - Rules
  - Skills
  - Sportsmanship
  - Safety
  - Eye-hand coordination
- Softball
  - Rules
  - Skills
  - Sportsmanship
  - Safety
  - Eye-hand coordination
- Speedball
  - Rules
  - Skills
  - Sportsmanship
  - Safety
  - Eye-hand coordination
- Team handball
  - Skills
  - Rules
  - Sportsmanship
  - Safety
  - Eye-hand coordination
- Volleyball
  - Rules
  - Skills
  - Safety
  - Sportsmanship
  - Eye-hand coordination

Level 9-12 (I)

Subconcept: Positive attitudes enhance group unity.

- Basketball
  - Sense of belonging
  - Democratic principles
  - Officiate game
  - Reaction time
- Hockey
  - Safety
  - Skills and strategies
  - Sportsmanship
  - Reaction time
- Flag football
  - Skills and strategies
  - Sportsmanship
- Soccer

TABLE XIV (Continued)

Rules
Skills and strategies
Competition

- Softball

  Sportsmanship
  Skills and strategies
  Reaction time

- Team handball

  Skills and strategies
  Sportsmanship

- Volleyball

  Skills and strategies
  Team appreciation

Level 9-12 (II)

Subconcept: Positive interaction is essential for a harmonious society.

- Basketball

  Group interaction
  Team spirit
  Advanced competition

- Softball

  Sportsmanship
  Advanced team play

- Volleyball

  Leisure time activity
  Advanced skills

Curriculum

The following material presents the progressive, sequential curriculum devised by the researcher with the assistance of the coordinating and subcommittees based on the review of the related literature and the results of the survey.

TABLE XV

CURRICULUM DEVELOPMENT FORMAT

Example 1, Level K-3

Topic Concept: Gymnastic activities contribute to overall fitness and body control.

Subconcept: Body awareness is developed.

Objective: The student will explore ways to mount and dismount five different pieces of apparatus.

Activity: Divide the class into groups. One group of students will have thirty seconds to explore mounting and dismounting five pieces of apparatus. After thirty seconds the first group will sit down and the second group will move to the apparatus.

Example 2, Level 4-5

Topic Concept: Gymnastic activities contribute to overall fitness and body control.

Subconcept: Fitness and body control are increased.

Objective: The student will be able to create a simple routine. The routine will consist of: a mount, low movement, balances (high and/or low level) and a dismount.

Activity: The student may go to the piece of apparatus of their choice, and create a simple routine with a mount, movement, balances and a dismount. After the practice the routine may be shown to the class.

Example 3, Level 6-8

Topic Concept: The need for water skills and safety is important.

Subconcept: Swimming skills and water safety are important.

Objective: The student will be able to understand safety procedures and perform beginning swimming skills.

Activity: Safety rules around the water are discussed and emphasized. A written exam on safety is given before entering the water. Check students' skill level and assign them into ability groups.

TABLE XV (Continued)

Example 4, Level 9-12

Topic Concept: **Developmental activities are essential skills for functional fitness.**

Subconcept: Activities increase individual development.

Objective: Students will be able to perform each of the physical fitness test items.

Activity: Each student will view the video tape and demonstrate the test items: flexed arm hang (girls), pull-up (boys), standing long jump, 50 yard dash, shuttle run, sit-ups, and the endurance run.

Example 5, Level 9-12

Topic Concept: Developmental activities are essential skills for functional fitness.

Subconcept: Activities increase individual development.

Objective: Students will be able to demonstrate the sequential steps of finding their target heart rate.

Activity: Through lectures, demonstrations and participation, each student will learn the following:

1. How to take their pulse.
2. Use the following formula for finding their maximal heart rate and then their target heart rate:
   a. Take 220 and subtract age. (answer will equal the target heart rate)
   b. Multiply maximum heart rate by 75%. (answer will equal the target heart rate)

By the end of a conditioning unit each student will be able to demonstrate the sequential steps of finding their target heart rate by answering questions with 90% accuracy.

Philosophy

Our philosophy of physical education indicated that we must continue to support strong fitness based school programs to produce a healthier and stronger American society. Physical education is an

essential part of rhe total education program which contributes to the health and fitness of the student. It is a carefully planned sequence of learning experiences in which students acquire physical fitness, skills, knowledge and attitudes through participation in a wide variety of activities. In such learning experiences, opportunities are provided for each individual to discover and understand his/her body, enhance creativity and independent thinking, stress individual responsibility and self discipline, and support perceptual motor development.

General Objectives

1. To develop efficient and effective psychomotor skills that will enable each student to control his/her body skillfully and safely in all daily activities

2. To develop and maintain the proper functioning of the body systems to adequately meet the demands of the environment

3. To develop and maintain a desirable social behavior, a positive self-image and an appreciation for physical fitness

4. To develop knowledge and proficiency in using skills for successful participation in lifetime activities.

Characteristics and Program Implications

Table XII (pages 76 through 79) presented the characteristics of the students and their implications for programming.

Scope and Sequence

Table XIII (pages 80 through 83) presented the scope and sequence of the student from grades K-12.

Topic Concepts, Subconcepts, Content

Table XIV (pages 84 through 110) presented the topic concepts, subconcepts, and content activity for each grade level.

Curriculum Development Format

Five examples of curriculum format were selected to be included in the curriculum. These examples included the following: levels taught, topic concept, subconcept, objective, and activity. Examples were provided for levels K-3, 4-5, 6-8, and 9-12 (see Table XV, pages 111-112). The curriculum committee selected pertinent information from the results of the survey and related literature.

Evaluation

The total program of activities should be continuously and systematically evaluated to determine if it is meeting the needs of students. Continuous evaluation of an educational program is essential in order to insure that the curriculum reflects the changing philosophies of education and the changing needs of students. Program evaluation procedures most often used to evaluate developmental needs from year to year are: objective, subjective, and student self-evaluation. Objective testing should include knowledge, skills test, motor performance, and physical fitness. Subjective testing should include teacher observation, assessment of attitudes, respect for others, and safety. Student self-evaluation should include student input based on opinion and responses relative to his/her progress and assessment of progress toward personal goals.

The procedure through which this evaluation is conducted should be constructive and provide positive reinforcement. A plan for this purpose should be specific as to skills mastered and areas that are in need of improvement.

Conclusion

Physical education in the Tulsa Public Schools has suffered from a lack of sequential, progressive development from grades K-12. The older physical education guides consisted of two separate guides: an elementary guide and a secondary guide. Substantial changes in the revision were generated through numerous meetings of the coordinating and subcommittees. The response from the teachers surveyed, which represented all 156 physical education instructors in the Tulsa Public Schools, provided feedback on the existing curriculum. The survey did indicate a need for further revision and research in areas which were not reflected in the revision of the curriculum. The committees utilized a thorough investigation of books, articles, curriculum guides, and the sharing of ideas to provide the revisions and major changes of the following components: philosophy, general objectives, characteristics and implications, scope and sequence, concepts and subconcepts, and curriculum development format. The revision of the physical education curriculum for the Tulsa Public Schools was designed through a progressive, sequential program for grades K-12 to be used by the instructor as a logical developmental process for an effective curriculum appropriate for each particular school.

Recommendations for Further Research

The researcher recommends that curriculum revision be continued and that guides be developed for the following areas: aquatics, developmental activities, extended programs, games, gymnastics, health, individual sports, outdoor education, recreational activities, special programs, and team sports. These guides should include: content outline, scope and sequence of skills, knowledge, history, rules, terms, safety, individual and team strategies, performance objectives, and suggested activities at the beginning, intermediate and advanced levels. It is also recommended that a policy and procedure guide in physical education from grades K-12 be developed. The researcher recommends that a survey of the community concerning the curriculum be conducted and compared to the teacher survey.

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TO: Tulsa Public School Physical Education Instructors

FROM: Ed Lacy and Barbara Marshall

DATE: May 20, 1983

RE: Program Evaluation

Curriculum evaluation is a continuous process. Tulsa Public Schools are continuously striving toward effectiveness. New and old trends toward physical education need a feedback of the existing curriculum to evaluate the programs in physical education.

The significance of this survey will depend upon the thorough efforts of those involved in the evaluation. In order that the results will truly represent the thinking of the physical education instructors, it is important that each questionnaire be completed and returned. Those teachers who return their questionnaires by Thursday, May 26, 1983, will be eligible to participate in a drawing for a jogging suit (pants and jacket) from Jenks America Sporting Goods. The drawing will be held at 4:00 p.m. on Thursday. The identification numbers will be used for the drawing.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

If you are interested in receiving a summary of the results of this survey, write "copy of results requested" on the back of the return envelope and print your name below it. Please do not put your name on the quesionnnaire itself.

If you have any questions, please contact the physical education office at the Education Service Center.

Members of the Curriculum Revision Coordinating Committee are:

Florence Bear, President - Parent/Teacher Association
Eli Brown, Teacher - Skelly Junior High School
Jody Clement, Teacher - Roosevelt Elementary School
Kathy Dinneen, Teacher - Skelly Junior High School
Marjorie Dougherty, Member - Board of Education
Suezette Eberhard, Teacher - Hale High School
Joe Maxfield, Principal - Remington Elementary School
Jackie Monroe, Teacher - Webster High School
Nilda Reyes, Teacher - Bell Junior High School
Don Undernehr, Athletic Director - McLain High School
Lyle Young, Principal - Whitney Junior High School

Your assistance will be greatly appreciated.

cc: Principals
Dr. Jack Griffin
Mr. Roy Lewis
Mr. Don Hoopert
Dr. Wayne Bland
Mr. Larry Weber
Dr. Verlma West

Please answer all of the following questions by circling YES, NO or NOT SURE.

I. PHILOSOPHY

1. Has a statement of the philosophy and overall objectives of the physical education program been written by the current physical education staff and is it readily available?	YES	NO	NOT SURE
2. Do the physical education and health related personnel work closely together to assist the students in developing a healthy lifestyle?	YES	NO	NOT SURE

II. ORGANIZATION AND ADMINISTRATION

1. Do all students in the elementary and middle school actively participate in at least 75 minutes of physical education instruction per week?	YES	NO	NOT SURE
2. Is an elective instructional physical education program available for all secondary students, consisting of a minimum of 150 students per week?	YES	NO	NOT SURE
3. Are students permitted to substitute other curricular or extracurricular school activities (band, athletics, work, etc.) for participation in physical education instructional classes?	YES	NO	NOT SURE
4. Is a written curriculum guide for all grades followed, which provides for progression and ensures a broad scope of instructional activities?	YES	NO	NOT SURE
5. Does the written curriculum guide include the following:			
a. units of instruction	YES	NO	NOT SURE

	b. objectives of each unit	YES	NO	NOT SURE
	c. lesson plans	YES	NO	NOT SURE
	d. evaluation methods	YES	NO	NOT SURE
6.	Is the curriculum guide reviewed and updated jointly by the physical education teachers at least every two years?	YES	NO	NOT SURE
7.	Are regular departmental meetings held with the physical educators in attendance?	YES	NO	NOT SURE
8.	Is physical activity denied nor imposed as punishment by an teachers?	YES	NO	NOT SURE
9.	Do all physical education classes, boys and girls, have equal opportunities at all levels?	YES	NO	NOT SURE
10.	Are lesson plans prepared in advance by the teacher?	YES	NO	NOT SURE
11.	Are specific objectives of the daily activities clearly stated?	YES	NO	NOT SURE
12.	Is a system of evaluation used to report pupil progress?	YES	NO	NOT SURE
13.	Have written policies and procedures been developed for the total program?	YES	NO	NOT SURE
14.	Is the class size the same for physical education class as it is for other classes, with a maximum of 36 students per class?	YES	NO	NOT SURE
15.	Are all physical education classes taught by a certified physical education specialist?	YES	NO	NOT SURE
16.	Is program quality maintained through financial support of all physical education programs?	YES	NO	NOT SURE
17.	Can students with more than two years difference in age be successfully instructed in the same class?	YES	NO	NOT SURE

III. CLASS MANAGEMENT

1.	Is pupil leadership developed and utilized by providing leadership responsibilities in the daily instructional program?	YES	NO	NOT SURE
2.	Are appropriate activities planned for the various age and skill levels?	YES	NO	NOT SURE
3.	Is there an adequate program of physical education for children who are temporarily or permanently restricted from participating in the regular physical education program?	YES	NO	NOT SURE
4.	Are activities constantly supervised to avoid possible accidents?	YES	NO	NOT SURE
5.	Is the bulletin board used to display materials pertinent to the unit being taught or the physical education program?	YES	NO	NOT SURE
6.	Is the class activity under way within five to seven minutes, including roll-taking, dressing and so forth?	YES	NO	NOT SURE
7.	Is the class organized in such a way that there will be maximum participation on the part of the student?	YES	NO	NOT SURE
8.	Do the students share in the selection and planning of content for the physical education program?	YES	NO	NOT SURE
9.	Are the instructor and students neat and dressed appropriately for the activity?	YES	NO	NOT SURE
10.	Are all necessary equipment and supplies at hand and properly arranged?	YES	NO	NOT SURE
11.	Is the locker room orderly and well-supervised?	YES	NO	NOT SURE
12.	Are adjustments made in the program for students with special learning needs?	YES	NO	NOT SURE

IV. PROGRAM

1.	Is the program specifically structured around the needs, interests, and abilities of the students with provisions for the handicapped and the gifted students?	YES	NO	NOT SURE
2.	Does the course of study include written aims and objectives designed to contribute to the education of all children?	YES	NO	NOT SURE
3.	Is the program as broad in scope as the facilities will permit?	YES	NO	NOT SURE
4.	Is the outline of the total physical education porgram on file in the administrative and/or supervisory offices?	YES	NO	NOT SURE
5.	Is the curriculum in physical education planned with careful consideration to the scope and sequence of activities?	YES	NO	NOT SURE
6.	Are the existing physical education and health education programs constructed so as to complement one another?	YES	NO	NOT SURE
7.	Are up-to-date sources of curriculum materials used and available to the staff?	YES	NO	NOT SURE
8.	Are intramural activities provided as an outgrowth of the total programs?	YES	NO	NOT SURE
9.	Are sportsdays provided during the school year?	YES	NO	NOT SURE
10.	Should yearly dates be set for sportsdays in accordance with the seasonal activities prior to the school year?	YES	NO	NOT SURE
11.	Should sportsdays be held during school year?	YES	NO	NOT SURE

12.	As a physical educator, do you work with "feeder" schools to establish the level of progression attained by previous students?	YES	NO	NOT SURE
13.	Are physical education activities scheduled by seasonal schedule patterns?	YES	NO	NOT SURE
14.	Does the school have enough instructors to meet the needs of the students?	YES	NO	NOT SURE
15.	Are students given the opportunity to enroll in particular activities?	YES	NO	NOT SURE
16.	Should an in-service program be offered for parents as an update or review of physical education activities?	YES	NO	NOT SURE
17.	Should physical education activities I and II be offered at a level for students who have completed the previous level?	YES	NO	NOT SURE
18.	Should a health program be included in the physical education program?	YES	NO	NOT SURE
19.	Should a health program be offered as an elective?	YES	NO	NOT SURE
20.	Should athletics be part of the middle school program?	YES	NO	NOT SURE
21.	Should athletics be part of the high school program?	YES	NO	NOT SURE

V. STAFF AND STAFF DEVELOPMENT

1.	As a physical education teacher do you meet state certification standards for teaching physical education of grades K-12?	YES	NO	NOT SURE
2.	As a physical education teacher, are you following a plan for personal and progressional growth through participation in graduate or advanced work, workshops and conferences, meetings and conventions, and independent study?	YES	NO	NOT SURE

3.	As a physical educator, do you respect other physical education instructors and work willingly together as a staff?	YES	NO	NOT SURE
4.	Does a course of study committee give consideration annually to needed revisions in the program?	YES	NO	NOT SURE
5.	As a physical educator, are you adequately prepared and confident in teaching an adaptive physical education program to meet the special needs of some students?	YES	NO	NOT SURE
6.	Has the school system organized an inservice education and staff development for improving the quality of instruction in the physical education classes?	YES	NO	NOT SURE
7.	Do you, as a physical educator, attend the required in-service meetings?	YES	NO	NOT SURE
8.	As a physical educator are you a member of OAHPERD?	YES	NO	NOT SURE
9.	As a physical educator, are you a member of AAHPERD?	YES	NO	NOT SURE
10.	As a physical education instructor, do you exemplify a fit and healthy lifestyle?	YES	NO	NOT SURE

VI. COMMUNITY RELATIONS

1.	Are community resources personnel utilized to the best advantage to achieve program objectives?	YES	NO	NOT SURE
2.	Is there a consistent effort made interpret and promote the program to the parents and the public?	YES	NO	NOT SURE
3.	As a physical educator, do you participate in community affairs?	YES	NO	NOT SURE
4.	Does the school and community share each other's physical education facilities?	YES	NO	NOT SURE

5.	Are there adequate opportunities for parents, teachers, and children to participate together?	YES	NO	NOT SURE

VII. FACILITIES AND EQUIPMENT

1.	As a physical educator, are you allocated sufficient money to purchase needed supplies and equipment?	YES	NO	NOT SURE
2.	Are indoor and outdoor facilities designed to be used by community and recreational groups?	YES	NO	NOT SURE
3.	Is the outdoor area adjacent to the school building and is it large enough to provide space for a variety of activities?	YES	NO	NOT SURE
4.	Is the outdoor area properly sufaced, graded, drained, enclosed, and free of safety hazards?	YES	NO	NOT SURE
5.	Does the gymnasium and auxiliary indoor teaching stations have properly painted lines on the floors?	YES	NO	NOT SURE
6.	Do the gymnasium and auxiliary indoor teaching stations have properly painted lines on the floors?	YES	NO	NOT SURE
7.	Is there proper storage space available?	YES	NO	NOT SURE
8.	Are dressing areas available?	YES	NO	NOT SURE
9.	Do locker rooms have the following:			
	a. clean and functioning showers and toilets	YES	NO	NOT SURE
	b. adequate benches, mirrors, and hair dryers	YES	NO	NOT SURE
10.	Are all facilities properly maintained?	YES	NO	NOT SURE
11.	Are bulletin boards, chalkboards, charts, pictures and other visual aids available?	YES	NO	NOT SURE
12.	Is there adequate equipment available, such as:			
	a. Ball	YES	NO	NOT SURE

b. Bats	YES	NO	NOT SURE
c. Nets	YES	NO	NOT SURE
d. Paddles	YES	NO	NOT SURE
e. Clubs	YES	NO	NOT SURE
f. Ropes	YES	NO	NOT SURE
g. Bean Bags	YES	NO	NOT SURE
h. Hoops	YES	NO	NOT SURE
i. Record Player	YES	NO	NOT SURE
j. Fitness Records	YES	NO	NOT SURE
k. Dance Records	YES	NO	NOT SURE
l. Standards (nets)	YES	NO	NOT SURE
m. Mats	YES	NO	NOT SURE
n. Climbing apparatus	YES	NO	NOT SURE
o. Gymnastic apparatus	YES	NO	NOT SURE
13. Is an inventory made periodically of existing equipment?	YES	NO	NOT SURE
14. Are equipment and supplies purchased in accordance with the inventory and anticipated needs?	YES	NO	NOT SURE
15. Are students instructed in the proper ways of caring for supplies equipment and facilities?	YES	NO	NOT SURE
16. Are equipment and supplies checked periodically for safety hazards?	YES	NO	NOT SURE

VIII. EVALUATION

1. Is there a system for reporting pupil progress?	YES	NO	NOT SURE
2. Is evaluation of individual progress consistent with the objectives of the physical education program?	YES	NO	NOT SURE
3. Do the tests used to evaluate students include:			
a. strength, endurance, and flexibility	YES	NO	NOT SURE
b. motor ability and skills	YES	NO	NOT SURE
c. attitudes	YES	NO	NOT SURE
d. knowledge	YES	NO	NOT SURE
4. Is each student graded according to progress made within his or her limitations?	YES	NO	NOT SURE

5.	Do all students understand what they must accomplish to achieve each possible grade?	YES	NO	NOT SURE
6.	Does the evaluation system indicate the extent to which students have achieved the objectives of the course and the total physical education program?	YES	NO	NOT SURE
7.	Is there a continuous evaluation of the program by the physical education teacher?	YES	NO	NOT SURE
8.	Do administrators, faculty, and parents share in the evaluation program?	YES	NO	NOT SURE
9.	Is there a periodic evaluation of the teacher by the administration?	YES	NO	NOT SURE
10.	Is the teacher evaluation used in a constructive way to improve the quality of instruction?	YES	NO	NOT SURE
11.	Do all physical education teachers in your building use the same grading policies?	YES	NO	NOT SURE

COMMENTS: _____
_____
_____
_____
_____
_____

TO: All Tulsa Public School Physical Education Instructors

FROM: Ed Lacy and Barbara Marshall

RE: Program Evaluation
May 26, 1983

Last week, a questionnaire seeking your opinion about the physical education curriculum was mailed to you.

The large number of questionnaires returned is very encouraging. But, whether we will be able to describe accurately how physical education teachers feel about these important issues depends upon the few that have not sent in their questionnaire.

If you have already completed and returned it to us, please accept our sincere thanks. If not, please do so today.

If, by some chance, you did not receive the questionnnaire, or it got misplaced, please call the physical education office and another one will be mailed to you today.

We are pleased to announce the number drawn for the warm-up suit from Jenks America Sporting Goods goes to Eli Brown, physical education instructor at Skelly Jr. High. Thanks again for your participation.

cc: Principals
Dr. Jack Griffin
Mr. Roy Lewis
Mr. Don Hoopert
Dr. Wayne Bland
Mr. Larry Webber
Dr. Verlma West
Members of the Curriculum Revision Coordinating Committee

VITA 2

Nilda Ruth Reyes

Candidate for the Degree of

Doctor of Education

Thesis: A REVISED PHYSICAL EDUCATION CURRICULUM FOR THE TULSA SCHOOLS

Major Field: Physical Education

Biographical:

Personal Data: Born in Corpus Christi, Texas, November 10, 1948, the daughter of Tony and Isabel Reyes.

Education: Graduated from Northwest Classen High School, Oklahoma City, Oklahoma, in May, 1967; received Bachelor of Science degree in Physical Education from Central State University, Edmond, Oklahoma, in 1971; received Master of Education from Northeastern State University, Tahlequah, Oklahoma, in 1976; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1985.

Professional Experience: Recreation supervisor, Oklahoma City Park Department, 1968-71; substitute teacher for Putnam City District, 1971-72; manager of Shotguns Pizza, Tulsa, Oklahoma, 1972-73; elementary teacher, Tulsa Public Schools, 1973-76; junior high school teacher, Tulsa Public Schools, 1976-78; high school teacher and coach, Tulsa Public Schools, 1981-82; Education Service Center, Tulsa Public Schools, 1982-83; high school teacher and coach, Tulsa Public Schools, 1983.

Professional Organizations: American Alliance for Health, Physical Education, Recreation and Dance; Amateur Softball Association; Delta Psi Kappa; Kappa Delta Pi; National Education Association; Oklahoma Association for Health, Physical Education, Recreation and Dance; Oklahoma Education Assocation; Tulsa Amateur Softball Association; Tulsa Classroom Teachers Association; Tulsa Metro Softball Umpires Association.