



Developing the Physical Education Curriculum: An Achievement-Based Approach

By Luke E. Kelly, Vincent J. Melograno

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Developing the Physical Education Curriculum: An Achievement-Based Approach presents a breakthrough model that guides physical educators step by step through the process of translating curriculum theory into functional practice. The achievement-based curriculum (ABC) approach is not bound to a particular curriculum theory or philosophy; rather, it provides educators with a systematic decision-making process to help them develop a curriculum that addresses unique and diverse needs. And it allows educators to incorporate national, state, and local content and assessment standards in their curricula.

The book takes students through every phase of curriculum design: foundational understanding of design, planning, implementation, and evaluation. Further, it shows students how to document that their curriculum is working—a valuable asset in an era of budget cuts.

Other special features of *Developing the Physical Education Curriculum: An Achievement-Based Approach* include the following:

- Opening Scenario, Expected Outcomes, and Making It Work special elements in each chapter to help students understand how to apply the book's content in school settings and in their future work as teachers or administrators
- Instruction on implementing the curriculum and sharing it with others
- Strategies for planning, implementing, and evaluating a curriculum and establishing credibility for it
- Emphasis on student achievement as an indicator of a quality physical education program

-Forms and worksheets (completed examples and blanks) that give students a hands-on approach to developing, assessing, and revising a curriculum

In **Part I**, teachers learn the foundation for curriculum development; examine physical education mandates, standards, and curriculum models; and are grounded in the achievement-based curriculum approach.

In **Part II**, teachers delve into the active planning of a curriculum. They explore the philosophy, goals, objectives, and policies of a curriculum; program planning; and how to develop functional assessments.

In **Part III**, teachers learn how to maximize student learning and enhance teacher effectiveness through developing assessment-based teacher templates and student learning formats.

In **Part IV**, teachers learn how to evaluate student progress and program merit and how to use this information to be effective advocates for their physical education programs and their profession.

Developing the Physical Education Curriculum: An Achievement-Based Approach presents the complete framework for an accountable curriculum that meets the diverse needs of students and the real-world challenges of physical educators.

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Luke E. Kelly, PhD, is a professor of kinesiology at the University of Virginia. Dr. Kelly has 25 years of experience working with public schools in evaluating and revising their physical education curricula to meet the needs of students with disabilities. He has coauthored two books with Janet Wessel relating to the achievement-based curriculum (ABC) approach, and he has also written numerous articles on the topic. He and coauthor Janet Wessel were the ones to introduce the ABC process to the physical education profession in 1986.

Since 1986, Dr. Kelly has been awarded federal grants to disseminate the ABC process. He has served as the president of the National Consortium for Physical Education and Recreation for Individuals with Disabilities and has served as chair for VAHPERD and for the AAHPERD Adapted Physical Activity Council. He also directed the NCPERID national standards project from 1992 to 1999.

In 1999 Dr. Kelly was inducted as a fellow in the American Academy of Kinesiology and Physical Education. He has also received the G. Lawrence Rarick Research Award and the William H. Hillman Distinguished Service Award from the NCPERID. His hobbies and interests include fly-fishing, reforestation, and carpentry.

Vincent J. Melograno, EdD, is chairperson and professor in the department of health, physical education, recreation, and dance at Cleveland State University. Dr. Melograno has authored four textbooks on curriculum design, two other books on portfolio assessment and fitness, several chapters in books, and numerous articles and monographs. He also has presented nationally and internationally and has been awarded several research and training grants.

Dr. Melograno has a doctorate in curriculum and instruction from Temple University. He has served as a department chair for 20 years. He also has served as chair for NASPE's Curriculum and Instruction Academy; Ohio AAHPERD president; visiting lecturer at Seoul National University; and external examiner in 2002-03 for the National Institute of Education, Nanyang Technological University (Singapore). In addition, Dr. Melograno is in the International Who's Who in Sport Pedagogy Theory and Research, awarded by the International Association for Physical Education in Higher Education. Dr. Melograno enjoys tennis, fitness training, and softball in his spare time.

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