

A Brief History of Physical Education Programs in the United States

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Abstract: *Physical education curriculum standard is a programmatic document to lead the development of physical education, this paper analyzes the three versions of the U.S. physical education curriculum standard in 1995, 2004 and 2013, and discusses the framework of the curriculum standard, the content of the curriculum standard and the evaluation of the curriculum standard, which shows that more and more attention is paid to the cultivation of the "complete human being", and describes the five stages of the development of American higher physical education. It shows that more and more attention is paid to the cultivation of "complete human beings", and elaborates on the five stages of the development of higher physical education in the U.S. Through the study of the development of the U.S. physical education curriculum, it can help the reform of today's physical education curriculum in our country, and has a certain reference role.*

Keywords: Physical education curriculum; Curriculum standards; Curriculum content.

1. INTRODUCTION

Education and politics are interdependent and interact with each other. Political system often affects the education system, the United States of America, the separation of powers system, each state enjoys a high degree of autonomy, therefore, in the law, education, culture and many other areas have significant differences [1]. Among them in the field of education, the United States of America, each autonomous state for the development of physical education curriculum is different, the development of school sports is also very different, resulting in students receiving physical education is very different, for this reason, many scholars and experts engaged in the sports industry have called on the federal government to introduce the development of physical education curriculum standards of the relevant policies. In response to the question "What should elementary and middle school students become through physical education?", NASPE revised the "Facing the Future: National Physical Education Curriculum Standards" in 1995, "Facing the Future: National Physical Education Curriculum Standards (Second Edition)" in 2004, and "Elementary and Middle School Physical Education Curriculum Standards and Learning Outcomes for Each Grade Level" in 2013, respectively. Level Learning Outcomes. The setting of physical education curriculum standards helps to guide the development of school sports by developing standardized instruction based on different standards [2].

Through the research and study of the first-class sports universities and disciplines in developed countries, it is conducive to the progress of our own physical education [3]. The United States is a political and economic powerhouse, but also a sports powerhouse, over the years, the United States of America, sports professionals emerge one after another, which is inseparable from the United States of America and the development of physical education curriculum. Studying the development of the U.S. physical education curriculum, both its successes and failures, are worth thinking about. The development experience of the U.S. physical education curriculum for the advancement of China's physical education curriculum, has a certain reference role.

2. CONTENT DEVELOPMENT OF PHYSICAL EDUCATION CURRICULUM STANDARDS IN THE UNITED STATES

2.1 Development of the curriculum standards framework

There are three main versions of the U.S. Physical Education Curriculum Standards, namely, the 1995, 2004, and 2013 versions. The 1995 version contained seven standards, the 2004 version was changed to six standards, and the 2013 version was changed to five standards [4-6]. The changes are reflected in the following three aspects: (1) the merging of standard entries. For example, in the 2004 edition, standard 5, "Ability to demonstrate responsible personal and social behavior in physical activity settings" and standard 6, "Ability to understand and respect

differences among people in physical activity settings" were combined into one standard. "Be able to demonstrate responsible personal and social behavior that respects self and others in physical activity settings", the framework of the curriculum standards is becoming more streamlined. (2) Changes in the focus of the standards. For example, Standard 1 of the 1995 edition, "the ability to demonstrate a variety of sports and master certain sports," emphasizes that students have the ability to master sports techniques, and Standard 1 of the 2004 edition, "the ability to demonstrate the motor skills and forms of movement required for a variety of physical activities," puts forward the idea of motor skills. The 2004 version of Standard 1, "Ability to demonstrate motor skills and movement forms necessary for the performance of a wide range of physical activities," puts forward the concept of motor skills, which are more practical and important to master than motor skills. In the three versions of the description of the social value of students, the requirement changed from "understand" to "value" and finally to "identify", that is, American society's identification with physical education programs has been This means that the American society's recognition of the physical education program has increased. (3) Increased emphasis on the physical education literacy of individual students: In the 2013 edition, the term "individuals with physical education literacy" was added before each standard compared with the previous two editions, which shows that the American physical education program is placing more emphasis on the "human being".

2.2 Development of the content of curriculum standards

Content is a core part of the physical education curriculum, and changes in the content of the different versions of the U.S. curriculum standards are manifested in two ways: first, the division of learning stages; and second, the way the content of the standards is described.

First, regarding the division of learning stages, the 1995 edition divided students in grades K-12 into seven different learning levels, with kindergarten grades as Level 1, grades 1-2 as Level 2, grades 3-4 as Level 3, grades 5-6 as Level 4, grades 7-8 as Level 5, grades 9-10 as Level 6, and grades 11-12 as Level 7; the 2004 edition of the curriculum standards divided students divided into four levels, with Level 1 for grades K-2, Level 2 for grades 3-5, Level 3 for grades 6-8, and Level 4 for grades 9-12; and the 2013 edition restructured the four levels into three, with Level 1 for grades K-5 (the elementary level), Level 2 for grades 6-8 (the middle school level), and Level 3 for grades 9-12 (the high school level). As can be seen, the 1995 edition focuses on an even distribution of learning levels among different age groups, dividing them into two-year spans, while the 2004 edition divides students into levels based on their physical and mental developmental characteristics, and the 2013 edition builds on the '04 edition by focusing on consistency, the division of learning levels is aligned with the teaching and learning settings of the primary, junior high and senior high school levels in the education system.

Second, with regard to the way the standards are described, the 1995 edition contains three sections, namely, an overview of the learning outcomes, learning priorities, and basic judgment criteria; the 2004 edition contains two sections, namely, student expectations and basic performance outcomes; and the 2013 edition contains two sections, namely, a basic overview of the overall physical education learning outcomes and the learning outcomes for a particular standard. While the descriptions in the first two editions are relatively macroscopic, the 2013 edition is more detailed in terms of content, with requirements for students at all grade levels, and is more focused, but this may also reduce the flexibility of organizing the content of physical education learning.

2.3 Development of Curriculum Standards Evaluation

Evaluation helps to improve teaching and learning, therefore, the physical education curriculum standards will briefly list the corresponding evaluation points. 1995 version of the evaluation points include evaluation methods and evaluation standards, evaluation methods such as teachers' observation and recording, verbal test, students' self-reporting, peer observation, etc.; the evaluation standards are mainly some relatively macro statements. 2004 version of the evaluation of the content have been removed. The 2013 edition re-lists some parts of the evaluation and adds performance assessment systems, such as checklists and rating scales, etc. Although the 2013 edition is not as rich as the 1995 edition, it enhances the operability of evaluation and is more in line with the needs of teaching practice.

3. THE DEVELOPMENT OF PHYSICAL EDUCATION PROGRAMS IN HIGHER PHYSICAL EDUCATION IN THE UNITED STATES

3.1 Higher Physical Education Budding Period Curriculum Physical Education Course

During the nascent period of higher physical education, most of the faculty members who served were from medical backgrounds, and therefore, the curriculum was mainly based on medical or biological sciences, with subjects such as physiological hygiene and anatomy. Gymnastics was recognized as "a scientific means of exercise to attain and maintain health" [6]. Therefore, such as the United States of America's Lewis Physical Education Demonstration School of various types of gymnastics is the main course taught during this period, each with the need to master no less than two hundred types of exercises, in addition to the students also need to organize a small group of individual classes, in this model of training, the school graduated students can become a qualified teacher in gymnastics [7]. The duration of the course was mostly short, and students who completed the course in ten weeks received the corresponding diploma. The duration of the summer course was shorter than that of the school course, and after that experts and scholars considered it necessary to prolong the duration of the training, and after the completion of the training the students were qualified to teach, so at the end of the period the duration of the gymnasium course was developed to two years [7].

3.2 Physical education curriculum in the period of the formation of the university-based system of higher physical education

During the period when the university system of higher physical education was formed, the content of the physical education curriculum changed towards socialization. In addition to the systematic teaching of gymnastics, more sports were added to the physical education curriculum, such as basketball, tennis, track and field, and canoeing at the Boston Normal School of Gymnastics, where instruction was given in these sports. In addition to the sports programs, dance and recreational programs were also offered. As a result, gymnastics, which was once a major part of the curriculum, has been gradually replaced by the "new sports". For the training of future physical education teachers, more attention is paid to their "cultural" education, and scientific knowledge courses are improved under the premise of guaranteeing the basic professional education courses, but the teaching of "academic" courses is relatively scarce [8], which is beginning to improve after the beginning of the baccalaureate program. This situation began to improve after the start of the bachelor's degree program. The structure of the curriculum is characterized by diversity, such as the United States Gymnastics Normal School has established a professional education program in the freshman and sophomore years, and students can independently choose to study for two years to obtain a gymnastics degree, and four years to obtain a bachelor's degree, unlike Oberlin College, which has set up a basic academic program and a basic science program in the freshman and sophomore years, while the professional education program and the professional sports program tend to be carried out in the junior and senior years. Unlike Oberlin College, which has basic academic and basic science programs in the freshman and sophomore years, professional education and professional sports programs are often taken in the junior and senior years. As a result, there is a lack of uniform curriculum standards due to the diversity of the programs offered by the various institutions. A conference organized by the U.S. Department of Education proposed two major improvements: first, to use similar names for similar courses and to construct a list of more appropriate courses. The second was to increase the length of professional development for secondary physical education teachers to five years.

Not only were higher standards and increased specialization of education established during this period, but the duration of studies was also increased, and significant progress was made in the field of physical education curricula.

3.3 Physical education curriculum during the period of professional development of higher physical education (1930-1960)

Individual universities in the United States had the freedom to set their own programs, and this lack of accreditation standards began to change during this period. Although providers focused more on specialized programs during this period, the program as a whole still lagged behind academically in the field of teaching and learning. Research studies have shown that "physical education students lag far behind in the breadth and depth of their academic studies" [9]. In the curriculum does not pay attention to the development of social responsibility and comprehensive ability, with the depth of research, physical education courses become more and more diversified and specialized. In terms of the length of study, a four-year academic degree program has been developed over the previous period, and the emphasis on physical education programs is increasing in higher education providers.

3.4 Period of Development of Disciplinary in Higher Physical Education (1960-1990) Physical Education Curriculum

The "space race" between the United States and the Soviet Union contributed to a certain extent to the changes in the curriculum of physical education in the United States. The former president of Harvard commented that the field of physical education is characterized by low knowledge content, unsound scientific principles and low professional status, which brought a deep sense of crisis to the field of physical education [10]. For this reason, Professor Henry proposed that physical education is a discipline, such as motor behavior, biomechanics, training science and other subject areas. Since physical education programs are helpful for human health, this has led to a booming fitness industry and provided employment opportunities for many academics, therefore, more students have chosen to major in physical education, which has driven the reform of the physical education curriculum. The reforms were threefold. First, science courses were added and the curriculum became more "scientific". Second, professional education courses were added. The "cultural" education and training is conducive to improving the quality of student training. Third, more emphasis has been placed on interdisciplinary programs. The combination of various disciplines is more conducive to solving problems in the field of physical education.

With the introduction of the discipline of Physical Education (PE), the content of the curriculum has changed considerably, a sound body of knowledge for the curriculum has become more urgent, and a better balance has been achieved between PE and other disciplines.

3.5 Period of Development of Disciplinarity in Higher Physical Education (1960-1990) Physical Education Curriculum

For physical education professionals, knowledge of athletic skills is necessary, as is knowledge related to exercise science theory. The continuous development of the physical education discipline and changes in the job market have contributed to the development of physical education curricula, and the concept of a core curriculum has emerged. By establishing a core body of knowledge, the core curriculum promotes unity and solidarity in the field of physical education and enhances a sense of belonging among students and teachers.

4. CONCLUSION

The development of a physical education program is a long-term process, and only a physical education program that is suitable for students can have a positive effect on the physical and mental health of students. After a long period of development, the U.S. physical education curriculum has shown a strong vitality. The development of the U.S. physical education program shows that the standards of the physical education program need to keep pace with the times and pay more attention to the students to become "whole people". Throughout the development of the U.S. physical education curriculum, from which there are many things we can learn, I hope that this article can give us a little inspiration and help in the reform of our own physical education curriculum.

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