



PECAT

Physical Education Curriculum Analysis Tool

Preliminary Considerations for Analyzing Physical Education Curricula Lesson 3

Lesson 3: Objectives

After completing this lesson, students will be able to:

Summarize the following sections and forms in the PECAT*:

- 1. Physical Education Curriculum Description**
- 2. Accuracy Analysis**
- 3. Acceptability Analysis**
- 4. Feasibility Analysis**
- 5. Affordability Analysis**

* Centers for Disease Control and Prevention. *Physical Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2006.

Using the PECAT to Analyze Written Curricula

There are four main parts to the PECAT

1. Preliminary Curriculum Considerations
2. Content Analysis
3. Assessment Analysis
4. Curriculum Improvement Plan

Preliminary Curriculum Considerations

This section of the PECAT includes five parts:

1. Curriculum Description
2. Accuracy Analysis
3. Acceptability Analysis
4. Affordability Analysis
5. Feasibility Analysis

1. Physical Education Curriculum Description

- **Provides an overview of the curriculum being assessed.**
- **Includes information such as:**
 - **Name, publisher, date published**
 - **Goals**
 - **Grade level(s) addressed**
 - **Number of lessons**

1. Physical Education Curriculum Description

Physical Education Curriculum Analysis Tool (PECAT)

Physical Education Curriculum Description

The curriculum description is used to provide an overview of the curriculum being assessed. The PECAT coordinator or the entire PECAT committee can complete the curriculum description form.

Curriculum Description Items

1. Name of Curriculum: _____

2. Year developed or published: _____ If applicable, year revised: _____

3. Publisher/Developer/Distributor Name: _____

Contact Person: _____

Address: _____

Phone: _____

4. What are the overall goals or focus of the curriculum?

5. What grade levels does the curriculum address? (check all that apply)

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

6. How many lessons/units are in the curriculum? _____

Physical Education Curriculum Description Form – Page 13

Physical Education Curriculum Analysis Tool (PECAT)

7. Is use of this particular curriculum required by the school board or school superintendent's office?
 Yes
 No
 N/A

8. Has the curriculum ever been reviewed by another committee?
 Yes
 No
 Don't know

If yes, which committee

If yes, what type of results were found as a result of the review

9. What guidance does the curriculum provide to notify parents and families about the curriculum or content of instruction?
 None
 General guidance for teachers
 Specific: examples: sample letters, sample text for teacher or school newsletter
 Other (describe)

Physical Education Curriculum Description Form – Page 14

Physical Education Curriculum Analysis Tool (PECAT)

10. List the materials, tools, technology, and resources included in the curriculum (e.g., lesson plans, teaching aids such as posters, fitness assessment tools, slides or transparencies).

Physical Education Curriculum Description Form – Page 15

2. Accuracy Analysis

- **The Accuracy Analysis is used to**
 - **Assess the accuracy of health, medical, and scientific information in the written physical education curriculum.**
 - **Identify inaccurate, unsound, exaggerated, distorted, or outdated information, as well as the degree of difficulty in correcting the identified problem(s).**
 - **Determine what needs to be done to correct the problems.**

2. Accuracy Analysis

Accuracy Analysis Chart: Insert information as specified on the previous page, items A – E (if none, go to next page)

A Page location in curriculum	B Brief description of inaccurate, unsound, or not current information	C Difficulty level of correcting inaccuracies	D Brief description of what needs to be done to correct the inaccuracies	E Is correction costly in terms of money or time
		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy		<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Curriculum: _____

<i>Name of Reviewer(s)</i>	<i>Credentials (degree, certification)</i>	<i>Relationship with school district or building</i>
----------------------------	--	--

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Accuracy analysis score: Using the information from the accuracy analysis chart, score the curriculum based on its accuracy and the extent to which the correction of any errors can be reasonably corrected. (Write the score in accuracy analysis score box below.)

- 4 = No corrections are necessary.
- 3 = Only a few minor inaccuracies are evident, and all are easy to correct.
- 2 = Many minor inaccuracies are evident, but all errors are easy to correct.
- 1 = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.
- 0 = Major inaccuracies are evident, and more than one will be difficult or costly to correct.

Accuracy Analysis Score

3. Acceptability Analysis

- **The Acceptability Analysis is used to determine if anything in the curriculum:**
 - **Is incompatible with school norms, student needs, or perspectives of families and community;**
 - **Promotes biased or stereotypical perceptions of individuals or groups; or**
 - **Is inconsistent with state or school district policies or codes or physical education instructional frameworks.**

3. Acceptability Analysis

Acceptability Analysis Chart: Insert information as specified on the previous page, items A-E (if none, go to next page)

A Page location in curriculum	B Brief description of biased, stereotypical, incompatible, or unacceptable information or depiction	C Degree to which information is unacceptable	D Brief description of what needs to be done to correct unacceptable information	E Degree of difficulty to correct or eliminate this information and retain curriculum quality
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy
		<input type="checkbox"/> = Serious <input type="checkbox"/> = Minor		<input type="checkbox"/> = Very difficult <input type="checkbox"/> = Moderately difficult <input type="checkbox"/> = Moderately easy <input type="checkbox"/> = Very easy

Name of Curriculum: _____

Name of Reviewer(s) Credentials Relationship with school district or building
(degree, certification)

_____	_____	_____
_____	_____	_____
_____	_____	_____

Acceptability analysis score: Using the information from the acceptability analysis chart, score the curriculum based on its overall acceptability and the extent to which the correction of any errors can be reasonably completed.

- 4 = No corrections are necessary.
- 3 = Only a few minor inaccuracies are evident, and all are easy to correct.
- 2 = Many minor inaccuracies are evident, but all errors are easy to correct.
- 1 = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.
- 0 = Major inaccuracies are evident, and more than one will be difficult or costly to correct.

Acceptability Analysis Score

4. Affordability Analysis

- **The Affordability Analysis is used to determine costs to purchase or revise the curriculum, in**

- **Staffing**
- **Facilities**
- **Scheduling**
- **Operating procedures**
- **Sustaining materials annually**

Affordability Analysis

The affordability analysis should be completed by people who are knowledgeable about curriculum development, purchasing, implementation, and revision costs; costs in changing school operating procedures; and resources available for covering these costs. Complete each item below. Record notes to justify scores and inform PECAT committee discussions and decisions.

1. What is the initial cost of curriculum materials?

Items	Unit Cost	Number of Units Needed	Total Initial Cost (Unit cost times number of units needed)
Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)	\$		\$
Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)	\$		\$
Required consumable student materials	\$		\$
Other (e.g., parent materials; take-home items)	\$		\$
Total Minimum Curriculum Purchase Costs	\$		\$
Optional supplementary materials (including suggested, but not required, consumable materials)	\$		\$
Total Initial Curriculum Costs	\$		\$

Notes and comments:

5. Feasibility Analysis

- **The Feasibility Analysis is used to determine whether the curriculum can be implemented:**
 - **By physical education teachers?**
 - **Within available instructional time?**
 - **With existing physical education facilities and equipment?**

5. Feasibility Analysis

Feasibility Analysis

The feasibility analysis should be completed by persons from the PECAT committee who know whether the physical education curriculum content, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below. Record notes to justify scores and to inform PECAT committee discussions and decisions.

1. The curriculum can be reasonably implemented within the capacity (e.g., level of training, certification in teaching physical education) of existing physical education teachers.

Yes No

Notes:

2. The curriculum can be implemented within the available instructional time.

Yes No, but time can be adjusted No, it is too lengthy No, it is too short

Notes:

3. The curriculum can be implemented with the existing physical education facilities and equipment.

Yes No, but this can be addressed No, it is not feasible

Notes:

Feasibility Analysis Score: Based on the information above, score the curriculum based on how feasible it appears to implement successfully.

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably *un*feasible
- 0 = *Un*feasible

Feasibility Analysis Score

Next Steps in the Analysis

- **Omit any curricula that are not:**
 - **Accurate**
 - **Acceptable**
 - **Affordable**
 - **Feasible**
- **Conduct the analysis of the content and assessment**

Any questions?

For more information please contact Centers for Disease Control and Prevention

1600 Clifton Road NE, Atlanta, GA 30333

Telephone, 1 800 CDC INFO (232 4636)/TTY: 1 888 232 6348

E mail: cdcinfo@cdc.gov Web: www.cdc.gov

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

National Center for Chronic Disease Prevention and Health Promotion

Division of Adolescent and School Health

