

## Procedures for Matching Curriculum To Instructional Time

Generic School District's Physical Education staff used the following procedures for selecting the amount of content in terms of program objectives to include in the core curriculum:

1. Program objectives were prioritized (ranked) according to the local community's needs, values and interests, relative to achieving the program's mission and goals.
2. Performance benchmarks were identified by grade for each objective.
3. For each objective, a consensus was reached regarding the amount of instructional time that was necessary to result in almost all students in a typical class to achieve each benchmark under the local instructional conditions. Instructional time was estimated by considering the number of days of instruction that had to be allocated to instruction and the amount of minutes necessary on each day.
4. The amount of available instructional time was calculated for each grade.
5. Starting with the highest-ranked objective, the instructional time assigned to the teaching of that objective's benchmarks were designated each grade in which a benchmark was assigned. Instructional time was designated to objectives in this manner in priority order until the amount of time necessary for effective instruction equaled the amount of instructional time available in each grade.
6. Relative balance in curriculum content across domains was insured by supplanting lower priority objectives by the highest priority objectives from under-represented domains, according to staff consensus.