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Evaluation (need, objectives and content dimensions) of Primary 5th -8th Grade Physical Education and Sport Curriculums

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Abstract
Evaluation of the curriculum gives important information about success of the curriculum and it can be more effective with a redevelopment process. So, it is necessary that deficiencies that exist in physical education and sport curriculums should be reviewed and evaluated to maintain functionality of these curriculums which are important for students' multilateral development. Aim of this study is to evaluate need, objectives and content dimensions of 5th -8th physical education and sport curriculums. In accordance with this general aim, eligibility levels of the curriculum for "the needs and theoretical aspects", "objectives", "content" criteria were examined. Rubric for Curriculum Evaluation was used to evaluate the curriculums. Curriculums are examined independently by 3 PhD students in accordance with the criteria in RCE. Criteria in RCE were rated by observers and an evaluation is made by using the average of the scores that 3 observers give for the same items. Furthermore, gap width of criteria rated between 1 and 5 is calculated. Study was designed in qualification research method and the case study was used as a model. According to research findings, it is seen that needs dimension of 5th, 6th, 7th and 8th grade physical education and sports curriculum is appropriate to the extent of the need in a moderate level; objectives of curriculum is appropriate to the extent of objectives and content dimension of curriculum is appropriate to the extent of content.

Key Words: Physical Education and sports, Curriculum, Physical Education and sport Curriculum

Introduction

In contemporary societies, it is focused on the need for individuals' physical development besides their cognitive development to raise them in many aspects as a whole (Aras, 2013). In this context, it can be said that physical education has an important place in general education. Because, physical education helps students' development of cognitive, emotional, social and psychological (Akdoğan, 2009) besides their development of physical and anatomical with formation of muscular, skeletal and diarthroses (Aracı, 2000).

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It is expected that Physical Education and Sport lesson is guiding and supporting students to improve their competence to act and to acquire active and healthy living habits (ME, 2013). With reference to this, it is aimed to help individuals' growth and development, make sport their parts of lives and make them comprehend cultural aspects of sport (ME, 2008). To realize these aims, it needs qualified teachers, efficient students, necessary equipment and effective curriculum.

Curriculum which is one of the cornerstones of education should be constantly developed to maintain its functionality. To do this, curriculum evaluation, "which is a process including data collection about effectiveness of curriculum, compare data obtained with curriculum criteria and interpret and decide about effectivity it" (Erden, 1998: 10) should be carried out. Evaluation of the curriculum gives important information about success of the curriculum and it can be more effective with a redevelopment process.

In this context, it is necessary that deficiencies that exist in physical education and sports curriculums should be reviewed and evaluated to maintain functionality of these curriculums which are important for students' multilateral development. Based on this requirement, Ministry of education made some regulations on physical education curriculums according to evaluation process. These curriculums were updated in 2005-2006 education period and implemented from 2006-2007 term. In 2013-2014 education period, these curriculums were abolished and Physical Education and Sport Curriculum were begun to use for 5^{th} – 8^{th} classes (ME, 2013). Furthermore, there are many studies that evaluate physical education curriculum. In these studies, physical education curriculums in preschool (Altınkök, 2006), primary (Arslan, 2008) and secondary (Bilgin, 2007) are evaluated. In most of the studies, evaluation is done with teachers' view (Güllü, Güllü ve Güllü, 2009; Gülüm, 2009; Kalemoğlu, 2011) and stakeholders (Demirhan ve diğerleri, 2008) are used. Physical education curriculums are also evaluated according to realization level of objectives (Dalaman ve Korkmaz, 2010; Taşmektepligil, Yılmaz, İmamoğlu ve Kılcıgil, 2006). Although there are many studies for physical education curriculum, there is a few studies to evaluate physical education and sport curriculum (Aras, 2013; Havadar ve Taşdan, 2015). In these studies, it is indicated that curriculum should be evaluated and redeveloped; experts and practitioners should be included to the process and teachers should be informed about the curriculum. While examining these studies, it is seen that there is no study which evaluate the curriculums by investigating each components of curriculum inclusively. So, this study is expected to meet this requirement. Furthermore, this study helps curriculum developers in curriculum development process. Aim of this study is to evaluate 5th -8th physical education curriculums. In accordance with this general aim, it is sought answers for the following problem and sub-problems.

Problem: What are the levels of (need, objectives and content dimensions) 5th -8th Grade Physical Education and Sports Curriculums according to determined criteria?

Sub-problems:

- What is the eligibility levels of the 5th -8th Grade Physical Education and Sport Curriculum for "the needs and theoretical aspects" criteria?
- What is the eligibility levels of the 5th -8th Grade Physical Education and Sport Curriculum for "objectives" criteria?
- What is the eligibility levels of the 5th -8th Grade Physical Education and Sport Curriculum for "content" criteria?

Method

Research Design

Study was designed in qualification research method and nested case study model that is the type of case study design was used. In nested case study model, each case included in the study is studied in itself by being divided into several sub-units (Yıldırım and Şimşek, 2013).

Data Collection Tool

In this research, Rubric for Curriculum Evaluation (RCE) (5: very convenient to the curriculum, 4: convenient to the curriculum, 3: convenient to the curriculum in moderate level, 2: convenient to the curriculum in low level, 1: inconvenient to the curriculum, 0: no info) was used to evaluate the needs and theoretical aspects, objectives, content, learning situation and testing situation dimensions of curriculums. Primarily, literature is reviewed and criteria are determined for preparation of the scale. After that, these criteria are compared with the criteria of "Curriculum Evaluation Scale" (CES) (Ocak ve Akkaş, 2014; Ocak ve Gökteke, 2014; Ocak ve Yurtseven, 2015) and items that aren't in CES are added. Number of criteria of the scale examined independently by 1 expert and 3 doctoral student is 183. Scale is composed of five categories: the needs and theoretical aspects, objectives, content, learning situation and testing situation. Experts graded the criteria in the scale according the curriculums with the score like 5: very convenient to the curriculum, 4: convenient to the curriculum, 3: convenient to the curriculum in moderate level, 2: convenient to the curriculum in low level, 1: inconvenient to the curriculum, 0: no info. Reliability of the data was calculated with reliability formula of Miles and Huberman (1994) (Agreement/(Disagreement+Agreement)]*100). Compliance percentage among analysis done by two of observers is 0,86.

Furthermore, gap width of criteria rated between 1 and 5 is calculated by gap width formula [(Gap width= (Sequence With)/(Number of Group)] and options and limit in the scale formed by this as following:

Table 1: Gap Width of the Scale

Very convenient to the curriculum (VCC)	5.00	4.20
convenient to the curriculum (CC)	4.19	3.40
convenient to the curriculum in moderate level (CCML)	3.39	2.60
convenient to the curriculum in low level (CCLL)	2.59	1.80
inconvenient to the curriculum (IC)	1.79	1.00
No info (NI)	0	

Process of Data Collection and Data Analysis

5th -8th Grade Physical Education and Sport Curriculums (need, objectives and content dimensions) are examined independently by 3 doctoral students in accordance with the criteria in RCE. Criteria in RCE are regarded as criteria for curriculum evaluation and each criterion are graded by the observers. After that, an evaluation is made by using the average of the scores that 3 observers give for the same items. Document analysis was used as a way of data collection. Researchers can get the data s/he need without doing any observation and interview in document analysis technique which contains the analysis of the

written materials consisted of information about a phenomenon aimed to investigated (Yıldırım and Şimşek, 2013). In this research, the documents investigated are 5th -8th Grade Physical Education and Sport Curriculum. Descriptive analysis was used to analyze data. The purpose of descriptive analysis is to make raw data understandable and usable for the readers. Data obtained as a result pf descriptive analysis are summarized and interpreted in accordance with a predetermined theme (Yıldırım and Şimşek, 2013).

Findings

In this part, findings acquired by investigation of the curriculum according to criteria are given.

What is the eligibility levels of the 5th – 8th Grade Physical Education and Sports Curriculum for "the needs and theoretical aspects" criteria?

In this research, an answer was sought to the question "What is the eligibility levels of the 5th – 8th Grade Physical Education and Sports Curriculum for "the needs and theoretical aspects" criteria?" for the first sub-problem. Evaluation result for "the needs and theoretical aspects" category is given in Table 2:

Table 1: Eligibility levels of the 5th – 8th Grade Physical Education and Sports Curriculum for "the needs and theoretical aspects" criteria

	NEEDS AND THEORETICAL ASPECTS	Observer 1	Observer 2	Observer 3	X	Level
1.	The vision of the curriculum is accessible.	5	5	5	5	VCC
2.	The curriculum is easy to understand	5	5	5	5	VCC
3.	The curriculum has been prepared based on a single learning theory.	5	5	5	5	VCC
4.	Explanation in the curriculum is sufficient enough to guide teacher.	4	4	5	4,33	VCC
5.	Individual differences of students are taken into account in the curriculum.	5	5	5	5	VCC
6.	The curriculum has a capacity for integrating with other lessons.	5	5	5	5	VCC
7.	The level of using need analysis techniques in the curriculum:					
	7.1. Delphi technique	0	0	0	0	NI
	7.2. Survey development technique	0	0	0	0	NI
	7.3. Pro-gel (dacum) technique	0	0	0	0	NI
	7.4. Job analysis technique	0	0	0	0	NI
	7.5. Measurement tools - testing technique	0	0	0	0	NI
	7.6. Interview-group meetings technique	0	0	0	0	NI
	7.7. Observation techniques	0	0	5	1,67	IC
	7.8. Literature review technique	0	0	0	0	NI
8.	Level of using need analysis approaches in need analysis process:					
	8.1. Differences approach	0	0	0	0	NI
	8.2. Descriptive approach	0	0	0	0	NI
	8.3. Democratic approach	3	3	3	3	CCML
	8.4. Analytical approach	3	3	3	3	CCML
9.	Level of utilizing the resource of need while determining needs					

9.1.	Individual	5	5	5	5	VCC
9.2.	Society	5	5	5	5	VCC
9.3.	Subject Area	5	5	5	5	VCC
10. Level of utalising source of needs:						
10.1.	Experts' views	5	5	5	5	VCC
10.2.	Students' views	5	5	5	5	VCC
10.3.	Teachers' views	5	5	5	5	VCC
10.4.	Parents' views	5	5	5	5	VCC
10.5.	Managers' views	5	5	5	5	VCC
10.6.	Inspectors' views	0	1	0	0,33	IC
10.7.	NGOs' views	0	0	0	0	NI
GENERAL MEAN				**4.30**		**VCC**

As seen in Table 2, it is seen that needs and theoretical aspects dimension of 5^{th}-8^{th} grade physical education curriculum is convenient to the extent of the need and theoretical aspects in a moderate level (X=2.76). When the criterion about theoretical aspect is examined, it is seen that vision of the curriculum is accessible (X=5.00), it is easy to understand (X=5.00), it has been prepared based on a single learning theory (X=5.00), explanation in it is sufficient enough to guide teacher (X=4.33), individual differences of students are taken into account in it (X=5.00) and it has a capacity for integrating with other lessons (X=5.00). When the criterion about determining needs is examined, it is seen that individual (X=5.00), society (X=5.00) and subject area (X=5.00) sources are utilized. Observation technique from need analysis techniques is used in a limited extent (X=1.67); but other techniques aren't used. In need analysis, views of experts (X=5.00), students (X=5.00), teachers (X=5.00), parents (X=5.00), managers (X=5.00), inspectors (X=5.00), NGOs (X=5.00). In need analysis process, democratic (X=3.00) and analytic (X=3.00) approaches from need analysis approaches are relatively used, but differences (X=0.00) and descriptive (X=0.00) approaches aren't used.

What is the eligibility levels of the 5^{th} – 8^{th} Grade Physical Education Curriculum for "objectives" criteria?

In this research, an answer was sought to the question "What is the eligibility level of the 5^{th} – 8^{th} Grade Physical Education Curriculum for "objectives" criteria?" for the second sub-problem. Evaluation result for "objectives" category is given in Table 3:

Table 2: Eligibility levels of the 5^{th} – 8^{th} Grade Physical Education Curriculum for "objectives" criteria

	OBJECTIVES	Observer 1	Observer 2	Observer 3	X	Level
1.	The consistency level of gains with the objectives:					
1.1.	Distant goals	5	5	5	5	VCC
1.2.	General objectives	5	5	5	5	VCC
1.3.	Specific objectives	5	5	5	5	VCC
2.	Overlaping level of outcomes with education philosophy:					
2.1.	Perennialism	1	0	2	1	IC
2.2.	Essentialism	1	0	2	1	IC

2.3.	Progressivism	5	5	5	5	VCC
2.4.	Reconstructivizm	4	4	4	4	CC
3.	Need conpensation level of gains :					
3.1.	Individual	5	5	5	5	VCC
3.2.	Society	5	5	5	5	VCC
3.3.	Subject area	5	5	5	5	VCC
4.	Gains are clear and comprehensible	5	5	5	5	VCC
5.	Gains are feasible	5	5	5	5	VCC
6.	Gains are sorted into from easy to difficult and from simple to complex.	5	5	5	5	VCC
7.	Gains are consistent.	5	5	5	5	VCC
8.	Gains are measurable.	5	5	5	5	VCC
9.	Gains are complementary to each other.	5	5	5	5	VCC
10.	Gains are process-driven	5	5	5	5	VCC
11.	Gains are accessible in terms of time.	4	3	5	4	CC
12.	Gains are accessible in terms of lessons period.	4	3	5	4	CC
13.	Gains are correlated with the gains of other lessons (consistency principle).	5	5	5	5	VCC
14.	Gains are correlated with other gains of the same lesson.	5	5	5	5	VCC
15.	Eligibility level of gains to basic skills:					
15.1.	Critical thinking	5	5	5	5	VCC
15.2.	Creative thinking	5	5	5	5	VCC
15.3.	Communication skills	5	5	5	5	VCC
15.4.	Research and questioning skills	5	5	5	5	VCC
15.5.	Problem solving skills	5	5	5	5	VCC
15.6.	Skills to use information technologies	5	5	5	5	VCC
15.7.	Entrepreneurship skills	5	5	5	5	VCC
15.8.	Skills to use Turkish accurately and effectively	5	5	5	5	VCC
16.	Bloom's taxonomy is taken into account while determining gains	0	0	0	0	NI
17.	Bloom's revised taxonomy is taken into account while determining gains	0	0	0	0	NI
18.	While determining gains, individual differences are taken into account.	5	5	5	5	VCC
19.	Level of gains for developing students' developmental dimension.					
19.1.	Cognitive features	5	5	5	5	VCC
19.2.	Affective features	5	5	5	5	VCC
19.3.	Psychomotor features	5	5	5	5	VCC
20.	Gains can become life skills.	5	5	5	5	VCC
21.	Gains are shared according to learning areas.	5	5	5	5	VCC
22.	Gains are sufficient to contribute to the development of social values.	5	5	5	5	VCC
23.	Compliance level of gains for students' readiness:					
23.1.	Suitable for prelearning	5	5	5	5	VCC
23.2.	Suitable for developmental level.	5	5	5	5	VCC

23.3.	Suitable for interests.	5	5	5	5	VCC
23.4.	Suitable for individual features.	5	5	5	5	VCC
GENERAL MEAN				**4.50**		**VCC**

As it seen in Table 3, objectives of physical curriculum are appropriate to the extent of objectives in a high level (X=4.50). Gains of curriculum are clear, comprehensible (X=5.00) and feasible (X=5.00). Gains are sorted into from easy to difficult and from simple to complex (X=5.00) and they are consistent (X=5.00). Gains are measurable (X=5.00) and process-driven (X=5.00). Gains are relatively accessible in terms of time (X=4.00). Gains are correlated with the gains of other lessons (X=5.00) and other gains of the same lesson (X=5.00). While determining gains, individual differences are taken into account (X=5.00). Gains are determined with the ability to become life skills (X=5.00). It is seen that gains are convenient to distant, general and specific objectives. Gains are shared according to learning areas (X=5.00). Gains are sufficient to contribute to the development of social values (X=5.00). Overlaping level of gains with Progressivism (X=5.00) and Reconstructivizm (X=5.00) is high, but it is low with Perennialism (X=1.00) and Essentialism(X=1.00). Need conpensation level of gains for individual (X=5.00), society (X=5.00) and subject area (X=5.00) is very high. Bloom's taxonomy (X=0.00) and Bloom's revised taxonomy (X=0.00) aren't taken into account while determining gains. Eligibility level of gains to basic skills is high (X=5.00). Cognitive, affective and psychomotor features of students are taken into account while determining gains. Furthermore, compliance level of gains for students' prelearning (X=5.00), developmental level (X=5.00), interests (X=5.00) and individual features (X=5.00) is high.

What is the eligibility levels of the 5^{th} – 8^{th} Grade Physical Education and Sports Curriculum for "content" criteria?

In this research, an answer was sought to the question "What is the eligibility levels of the 5^{th} – 8^{th} Grade Physical Education and Sports Curriculum for "content" criteria?" for the first sub-problem. Evaluation result for "content" category is given in Table 4:

Table 3: Eligibility levels of the 5^{th} – 8^{th} Grade Physical Education and Sports Curriculum for "content" criteria

	CONTENT	Observer 1	Observer 2	Observer 3	X	Level
1.	The content of the curriculum is consistent with gains.	5	5	5	5	VCC
2.	Eligibility level of content with content determination approaches:					
2.1.	Spiral	0	0	0	0	NI
2.2.	Linear	0	0	0	0	NI
2.3.	Modular	0	0	0	0	NI
2.4.	Pyramidal	0	0	0	0	NI
2.5.	Core	0	0	0	0	NI
2.6.	Subject Network / Project	0	0	0	0	NI
2.7.	Interdisciplinary	0	0	0	0	NI
3.	Compliance level of content for students' readiness:					
3.1.	Suitable for prelearning	5	5	5	5	VCC
3.2.	Suitable for developmental level.	5	5	5	5	VCC
3.3.	Suitable for interests.	5	5	5	5	VCC

3.4.	Suitable for individual features.	5	5	5	5	VCC
4.	Eligibility level of gains to basic skills:					
4.1.	Critical thinking	5	5	5	5	VCC
4.2.	Creative thinking	5	5	5	5	VCC
4.3.	Communication skills	5	5	5	5	VCC
4.4.	Research and questioning skills	5	5	5	5	VCC
4.5.	Problem solving skills	5	5	5	5	VCC
4.6.	Skills to use information technologies	5	5	5	5	VCC
4.7.	Entrepreneurship skills	5	5	5	5	VCC
4.8.	Skills to use Turkish accurately and effectively	5	5	5	5	VCC
5.	Involvement level of interdisciplinary in curriculum:					
5.1.	Disaster education and safe life	0	0	0	0	NI
5.2.	Entrepreneurship	4	4	4	4	CC
5.3.	Human Rights and Citizenship	5	5	4	4,67	VCC
5.4.	Guidance and Counseling	5	5	4	4,67	VCC
5.5.	Special education	5	5	4	4,67	VCC
5.6.	Health Culture	4	4	4	4	CC
5.7.	Sports Culture and Olympic Education	5	5	5	5	VCC
5.8.	Career Awareness	5	5	5	5	VCC
6.	Subjects in content include extensive knowledge.	1	1	1	1	IC
7.	Content is feasible.	5	5	5	5	VCC
8.	There is a relationship between content and activities in the curriculum.	5	5	5	5	VCC
9.	Contents are sufficient to meet the interests and needs of students.	5	5	5	5	VCC
10.	Content develop students' higher-order thinking skills	5	5	5	5	VCC
11.	Content contains up-to-date information	5	5	5	5	VCC
12.	Content make students use different materials.	5	5	5	5	VCC
13.	Content is hierarchically (from simple to complex, from near to far, from known to unknown) listed.	5	5	3	4,33	VCC
14.	Relationships were established with other lessons while determining content.	4	5	5	4,67	VCC
15.	Content is supplemented with visual material.	2	3	0	1,67	IC
GENERAL MEAN				**4.47**		**VCC**

As it seen in Table 4, content dimension of curriculum is appropriate to the extent of content (X=4.47) in high level. It is also seen that content of the curriculum is consistent with gains (X=5.00). While content is determining, none of the content determination approaches are utilized (X=0.00). Compliance level of content for students' prelearning (X=5.00), developmental level (X=5.00), interests (X=5.00), individual features (X=5.00) is high. Compliance level of content to basic skills is high (X=5.00). Human Rights and Citizenship (X=4.67), Guidance and Counseling (X=4.67), Special education (X=4.67), Sports Culture and Olympic Education (X=5.00) and Career Awareness (X=5.00) interdisciplinary play a part in the curriculum in a high level; Entrepreneurship (X=4.00) and Health Culture (X=4.00) interdisciplinary play a part in a relatively high level; but Disaster education and safe life (X=0.00) interdisciplinary doesn't play a part in curriculum. Subjects in content don't include extensive knowledge (X=1.00). Content is feasible and there is a relationship between content and activities in the curriculum (X=5.00). Contents are sufficient to meet the interests and needs of students (X=5.00). Content containing up-to-date information (X=5.00) develop students' higher-order thinking skills (X=5.00). Content make students use different materials (X=5.00). Content is hierarchically listed (X=4.33) and relationships are established with other lessons while determining it (X=4.67). Lastly, it is seen that content isn't supplemented with visual material (X=1.67).

Conclusion, Discussion and Implications

In this study in which needs, objectives and content dimensions of 5th -8th physical education and sports curriculums are evaluated, Rubric for Curriculum Evaluation (RCE) was

used to evaluate the curriculums. Curriculums are examined independently by 3 doctoral students in accordance with the criteria in RCE. Criteria in RCE were rated by observers and an evaluation is made by using the average of the scores that 3 observers give for the same items. Furthermore, gap width of criteria rated between 1 and 5 is calculated.

According to result of the evaluation, it is seen that needs and theoretical aspects dimension of 5^{th}-8^{th} grade physical education curriculum is convenient to the extent of the need and theoretical aspects in a high level. According to this finding, it can be said that determination of needs seen as the most important component of the curriculum (Demirel, 2012; Ertürk, 2013) is realized at desired level. Needs analysis process is a guide for analyzing and determining needs of individual, culture and society and determining objectives, content and learning activities (Taba, 1962). All other components of the curriculum are determined after this analysis. Thus, an unhealthy curriculum occurs in need analysis process functioning in an unhealthy manner. Research findings indicate that views of stakeholders are used in need determination process. However, views of inspector making supervision in schools and CSO working in the field of education aren't utilized. In physical education and sport curriculum, it is stated that "Curriculum was planned in liaison with individual (e.g. students, teachers, parent and administrators) and institutional (school, Provincial Sports Directorate, Sports federations, municipalities, Provincial Health Directorate) stakeholders." (ME, 2013:20). While determining needs, it is seen that individual, society and subject area sources are taken into account. In this perspective, the program is said to tend to meet needs. Furthermore, there is very little information about needs assessment phase, which resources are used and how and how much they are utilized. In this point, more information should be given in the curriculum. It can be said that although not included in the curriculum, presenting booklets consisting needs determination studies and R & D activities made by Ministry of Education at regular intervals can be useful on behalf of informing educators.

It is also found in this study that objectives are appropriate to the extent of objectives in a high level. Based on this result, it can be said that objectives of physical education curriculum is appropriate to objective criteria of an efficient curriculum. Because objectives are base for developing and evaluating the curriculums (Varış, 1988), this finding is important for physical education curriculum to be more efficient. Furthermore, it is very important for students that the gains of curriculums are determined according to their developmental level, interests and needs. It is stated in curriculum that physical education and sport curriculum for students in grade 5-8 was designed according to students' developmental needs and their educational priorities." (ME, 2013:10). In this way, it can be said that possibility of the curriculum to be completed with success will be high. Because, when it is thought that gains are statements about what students know, understand and do at the end of learning period (Çelik, 2006), it is a positive result that gains are determined according students. Another finding about curriculum gains is that gains of curriculum are clear, comprehensible and feasible. This is important for teachers to understand and apply gains in their class. This result of this research is similar to some of the research findings. In some research evaluating physical education curriculum, it is indicated that statements in curriculum gains are clear, understandable, consistent (Bulut, 2006; Gündoğar, 2006; Özdemir, 2006) and feasible (Erdoğdu ve Öçalan, 2009). Another result for objectives is that gains are correlated with the gains of other lessons and other gains of the same lesson. Some examples such as "Student explains states that affect her/his or other students' health and security" or "Students know the health problems during physical activities and the way to protect themselves from these problems" can be given for correlation with other lessons (ME, 2013: 26). It can be said that this feature of gains give an opportunity for students to apply the gain into different settings and in this way this gain can

be permanent. Furthermore, it is found that gains are sufficient to contribute to the development of social values. Some of the gains such as "Students gives value to share their tools, equipment and space in physical activity" and "Students understand the importance of activities and ceremonies made with class and school in national holidays" (ME, 2013: 30-31) can be example for this. It is also seen in the study that gains are in line with philosophy of progressivism and re-constructionism more. One of the gains such as "Students exhibit behaviors based on collaboration in games and activities." (ME, 2013: 30) can give as an example for the gains in line with progressivism. Working in collaboration is an important factor in progressivist curriculum (Sönmez, 2009). Furthermore gains are said to develop basic skills. For example, some example such as "Students use different ways of communication in games and activities" (communication skills) and "Students find and present original dance choreography" (creative thinking) can be given (ME, 2013:33).

It is seen in the study that content dimension of curriculum is appropriate to the extent of content in high level. It is also in a harmony with objectives of the curriculums. It can be said that it is a positive result; because content should be determined limited according to objectives (Sönmez, 2010). Contents are sufficient to meet the interests and needs of students and to develop their developmental level. It is important for students to adapt to the curriculum. It is seen that content of the curriculum develop basic skills and contains interdisciplinary. It is stated in curriculum that "Curriculum contains some basic skills such as critical thinking, creative thinking, communication skills etc." (ME, 2013: 6-7). Also, it is indicated in curriculum that "It is very important to relate the physical education and sport lesson with other lesson; so teachers of physical education and sport lesson work in liaison with teachers with other lessons." (ME, 2013: 20). However, Disaster education and safe life interdisciplinary isn't seen in curriculum content. When as, physical education lessons are expected to be related with disasters, ways of preventing disasters and training of human behavior during disasters. Lastly, Content containing up-to-date information isn't supplemented with visual material. It is an expected result for physical education and sports curriculum.

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