

A Suggested Curriculum for Track and Field Events for Girls in Faculties of Physical Education

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Abstract: study aims to design a suggested curriculum for track and field event for girls in Faculty of Physical Education, Benisuif University within identifying the goals of the suggested curriculum, suggesting suitable practical and theoretical contents to achieve suggested curriculum's goals and identifying evaluation styles which are suitable for the suggested curriculum. The researcher used the descriptive method, as it is found to be the most suitable method for the research nature and procedures. Research sample was represented to 30 experts in physical education faculties in ARE in the specialization of curriculums, methods of teaching and track and field event. References analysis, an interview and identification forms were used as data collection tools. The researcher used accounting average, criterion deviation, correlation co-efficient, the estimated degree, percentage (%) as statistical coefficients. The researcher went to a suggestion for track and field event curriculum in physical education faculties which contains the goals, theoretical and applicable experiences, method of teaching, aids and evaluation styles. The researcher recommends applying the suggested curriculum according to research's results in physical education faculties, especially in Faculty of Physical Education, Benisuif University, Egypt.

Key words: Curriculum % Track and field events

INTRODUCTION

As a result of the recent cognitive progress, faculties of physical education especially the recent ones do their best to build their essential substrates depending on the powerful scientific basics. These scientific basics enable faculties of physical education to improve their educational level and acquire quality and accreditation that enable them to compete other faculties nationally or internationally.

In our society, the educational academic course is considered one of the essential elements that participate in developing and modifying the instruction. It is considered a series of directed experiences that aim at achieving certain educational objectives. These objectives are so important for two reasons. Firstly, they represent the essence of the educational process. Secondly, they act as translators of the thinking concepts, philosophy and theories in a planned way that affects the educational process [1]. The educational academic courses are always subjected to a progressive process of criticism, revision and evaluation. These processes are the

results of some elements which impose excellence in learners' needs, the nature and type of cognition, methods of teaching and teaching systems. Consequently, unless the educational academic courses are subjected continuously to the processes of revising, criticizing, modifying, adding or omitting, they will be useless [2]. It has been added that the scientific research always discover new approaches and techniques, accordingly, the educational academic courses are continuously developed [3].

Faculty of Physical Education, Benisuif University is considered one of the most recent faculties in Egypt. Besides, University of Benisuif itself represents the latest university among the Egyptian universities. It was built according to a presidential decision number 84 in 2007. In 2006, Faculty of Physical Education was built according to presidential decision number 439 and applied a list derived from Al-Minya University. But recently, the faculty is on the way to put a new list, thus it needs to follow the scientific style and research in order to identify the most appropriate educational courses.

The researcher has worked previously at the Faculty of Physical Education, Assuit University and recently she occupied the position of a lecturer at the Faculty of Physical Education, Benisuif University at the Department Of Curriculum And Teaching Methods. Thus, the researcher has found out some differences in the track and field courses between the two faculties, although both of them follow the same classification system of (teaching, training and administration).

Accordingly, the researcher has looked forward to examine some lists of some faculties of physical education in Egypt. This examination has illuminated that some faculties has a separate department for teaching athletics. This department teaches the academic courses of track and field as a whole without any classification. On the other hand, some other faculties that have the same department teach these courses in the light of the three classification system. Moreover, the researcher has highlighted that some faculties distribute these academic courses according to the donor sections (curriculum and teaching methods, physical training and physical administration). Thus, many differences has been discovered in the number of the courses, application time, final exam time, final exam grades and the content of each course. In addition, some other differences have been noticed in the distribution of the track and field courses generally on the academic years and especially in the specialized levels.

As a result to the above mentioned variations and differences, the researcher has suggested an academic course for the track and field competencies which is appropriate for all students in the various levels in the light of the three classification system. This academic course represents participation from the researcher in designing the new list of the Faculty of Physical Education, Benisuif University.

This study aims at designing a suggested curriculum track and field events, which is appropriate for both juniors and seniors, according to the three classification system for the Faculty of Physical Education, Benisuif University. This will be achieved through:

- C Identifying the aim of the track and field curriculum suggested.
- C Identifying the content that helps the researcher achieve the aims of the track and field suggested curriculum.
- C Identifying the most appropriate styles and methods for the implementation of the track and field suggested curriculum.
- C Identifying the appropriate evaluation methods for the suggested track and field curriculum.

Research Questions:

- C What are the aims of the suggested track and field curriculum?
- C What is the content of the suggested track and field curriculum?
- C What are the most appropriate styles and methods for implementing of the suggested track and field curriculum?
- C What are the most appropriate methods of evaluation for the suggested track and field curriculum?

Some related studies in various specializations have been reviewed and aim to set up a curriculum for racket games in physical education faculties [4], to set up a completed curriculum for archery sport for students of Faculty of Physical Education and to study its impact on learning motor skills and level of knowledge about the sports of archery [5]. A previous study [6] aimed to identify the effectiveness of the curriculum table tennis, the proposed learning outcomes (cognitive- psychomotor- emotional) for grade second students of Faculty of Physical Education for Girls, University of Alexandria. Abdel-Aziz [7] designed a curriculum for kinetic education for kindergartens in light of the quality standards of education. Aboseree [8] set up a proposal curriculum for table- tennis sport for intended sample (100 young men+50girls) grade one students of Faculty of Physical Education.

MATERIALS AND METHODS

The researcher used the descriptive method, as it is found to be the most suitable method for the research nature and procedures. The research community was limited to some specialized experts at the faculties of Physical Education, department of curriculum and teaching methods, who are specialized in teaching the track and field academic courses for fifteen years at least. 30 members of the teaching staff specialized at the fields of the track and field competencies and methods of teaching physical education, participated in this research as the research sample. They were asked to identify the basic elements, objectives, content, methods of implementation and methods of evaluating the suggested academic course.

Research Tools and Materials

Content Analysis: The researcher has analyzed previous literature and related studies in the field of curriculum and teaching methods to be able to identify the basic elements of the suggested academic course, the designing steps,

the determination of the content, the appropriate teaching methods and the appropriate evaluation methods for the theoretical and applied experiences. Moreover, the researcher has reviewed previous literature and related studies in the field of the track and field competencies to be able to determine the content of the suggested academic course for the four educational levels according to the three classification system.

Interviews: The researcher has met ten experts in the field of athletics, trying to determine the fundamental basics of the suggested academic course and inquire about some vague points about the lists of their faculties and the position of the subject of athletics in these lists.

Questionnaires: After analyzing the content, the researcher has prepared two questionnaires as follows:

A Questionnaire for Determining the General Goals and Sub-Goals of the Track and Field Academic Course for the Elementary Level and the Specialized Level at the Faculty of Physical Education, Benisuif University:

The researcher has prepared the questionnaire and submitted it to a jury to verify its validity. Then the questionnaire was modified according to the jury's point of view. In order to make sure of the reliability and the validity of the questionnaire, it was applied on a sample of experts and re-applied on the same sample after ten days. Data were collected to determine the correlation coefficient and reliability of the phrases of the questionnaire. It has been noticed that there was a high statistically positive correlation between the first and the second application of the questionnaire. Where the col-calculated value ranged between 0.842 and 0.934, was found to be higher than the col-tabulated value for all phrases. Accordingly, the validity of the questionnaire was indicated. The correlation value was found to be 0.765 at 0.01 level of significance and 0.632 at 0.05 level of significance. Consequently, the highly reliable and valid phrases were accepted and the several general objectives were modified and abbreviated into one general objective. The modifications were illustrated as follows: The aim No 3 of the first grade was modified; The Emotional aim No 3 was omitted, as for the third and fourth grade, teaching department. The aim No 1, 7, 9, 10, 13 were modified. Aim No 8, 12 were omitted. The cognitive aim No 13, 14 were added to the rest of the cognitive objectives. Aim 4, 5 were integrated into one objective. Aim 9 was added to the psychomotor objectives. The Emotional aim no 2, 3, 4 were omitted.

As for the aims of the training department, aim2, 3 were integrated into one aim. Aim 7 was modified. Aim 8, 9 were omitted. Aim 11, 12 were added. As for the administration department, cognitive aim no 1, 4 were modified. Psychomotor aim no 2, 4 were omitted. Finally the questionnaire was set in its final form and then it was administered on the research sample.

A Questionnaire for Determining the Scientific Content Which Achieve the Main Aim of Teaching the Track and Field Academic Course for the Elementary Level and the Specialized Level and Preparing the Most Appropriate Methods of Teaching, Teaching Aids, Human Capabilities and Evaluation Methods:

The researcher has prepared the questionnaire in its primary form and submitted it to a jury of experts in the fields of curriculum and teaching methods and athletics to verify its validity. After that, the questionnaire was modified according to the jury's point of view. In order to make sure of the reliability and the validity of the questionnaire, it was applied on a sample of experts and re-applied on the same sample after ten days. Data were collected to determine the correlation coefficient and reliability of the phrases of the questionnaire. It has been noticed that there was a high statistically positive correlation between the first and the second application of the questionnaire. Where the col-calculated value ranged between 0.829 and 0.955, it was found to be higher than the col-tabulated value for all phrases. Accordingly, the validity of the questionnaire was indicated. The correlation value was found to be 0.902 at 0.05 level of significance. The final form of the questionnaire was then administered to the research sample.

Determining the Number of Hours for the Suggested Academic Course:

The researcher has analyzed some inner lists of some Egyptian Faculties of Physical Education (Helwan, Alexandria, Zagazig, Tanta, Al-Minufyah, Banha, Al-Minyah, Assuit and Al-Mansura). The researcher has got the information either by direct access or by asking the teaching staff, to determine:

- C How the track and field academic course is distributed in these faculties on the four academic levels.
- C The number of applied and theoretical hours per week, in addition to the exam hours through the semester.
- C The content and the evaluation methods of the track and field academic course at Faculties of Physical Education for females.

Table 1: Percentage for hours of track and field curriculum (knowledge – practical and cognitive exam) for faculties of physical education in Egypt. n= 8

Grade		F. Termed						S. Termed							
		Cognitive		Practical		Written exam		Cognitive		Practical		written		Total	
		Hours	Pre %	Hours	Pre %	Hours	Pre %	Hours	Pre %	Hours	Pre %	Hours	Pre %	Hours	Pre %
First		6	7.89	15	19.7	7	9.21	9	11.8	27	35.5	12	15.8	76	100
Second		6	8.22	16	21.9	7	9.59	9	12.3	27	37	13	17.8	73	100
Third	learning	12	4.48	27	10.1	13	4.85	3	1.12	2	0.75	3	1.12	60	22.4
	train	20	7.46	43	16	15	5.6	17	6.34	34	12.7	11	4.1	160	59.7
	adm.	8	2.99	19	7.09	9	3.36	3	1.12	6	2.24	3	1.12	48	17.9
Fourth	learning	6	1.41	12	2.82	7	1.64	7	1.64	15	3.52	7	1.64	54	12.7
	train	32	7.51	63	14.8	26	6.1	32	7.51	59	13.8	37	8.69	249	58.5
	adm.	22	5.16	28	6.57	16	3.76	16	3.76	25	5.87	16	3.76	123	28.9

Table 2: Hours (knowledge -practical - cognitive exam) of track and field suggested curriculum for Faculty of Physical Education, Benisuif University

Grades		First Semester			Second Semester		
		Cognitive	Practical	Written exam	Cognitive	Practical	Written exm
First		2	4	2	2	4	2
Second		2	4	2	2	4	2
Third	learning	-----	-----	-----	2	6	2
	train	2	4	2	2	4	2
	adm.	2	6	2	-----	-----	-----
Fourth	learning	2	6	2	-----	-----	-----
	train	2	4	2	2	4	2
	adm.	-----	-----	-----	2	6	2

It has been clarified that all the lists that depend on the three classification system (teaching, training and administration) divide the professional preparation period into two main stages. The first stage (the elementary stage) aims at providing the students with the essential principals of the theoretical and applied aspects of the professional preparation. The second stage (the specialized stage) aims at helping the students master the different aspects of the professional preparation period according to their own different specializations. Accordingly, the researcher has focused on this grade for the suggested academic course. The results of the elementary stage of this research are illustrated in Table 1.

It is clear from Table 1 the percentage of cognitive hours, practical hours and written exam hours in 8 faculties of physical education universities in Egypt.50% of the faculties include athletics within the study plans to allocate teaching and management for two semesters only distributors to two years (the third and fourth year), while the insert within the plan of study for specialty training (for grades third and fourth year) and for four semesters. As it turns out that there are some faculties in which the Department of Athletics independently by himself and taught athletics as an integrated unit and one without fragmentation to the requirements of The Grade, such as (Zagazig – El Menofiya) There are also some faculties that have been the integration of the Section in the

Forums donor and hence there are decisions of the competitions track and field for phase specialized in the three sections curricula and methods of teaching physical education - and training sports - and sports management (such as Assiut - Minya - Mansoura - Helwan for Boys - Alexandria for Boys), but also differ faculties in its list and the distribution of decision of track and field - The researcher has conducted a personal interview with some of the professors of faculty members in some faculties to question what they thought of during the interview with them and through a survey form and the result was the need for separation of athletics department itself and also increase the number of classes in the program grades of education and administration.

The researcher allocation semester third year and semester fourth year to the grades of education, management and allocation of two semesters third and fourth of the Grade of Training and proposes, Table 2 clear the hours of suggested curriculum.

Application of Search: Having made the tools in research final form and after confirming the availability of all the conditions of scientific, technical, administrative and validity of the application, the researcher applying the questionnaire in the period from 12.09.2010 to 01.18.2011 in respect of the questionnaire first and in the period from 1 / 3 / 2011 to 01/05/2011 in respect of the second questionnaire.

Table 3: Expert opinion on the scientific aim of the decision of the platform for the suggested curriculum for track and field event. n = 30

Grades	General aim	Sub. aim						
		Cognitive goals		Psychomotor goals		Emotional Goals		
		From pre%	To pre%	From pre %	To pre%	From pre%	To pre%	
First and Second	83.33	88.89	100	83.33	100	63.33	100	
Third and Fourth	learning	96.67	83.33	100	86.67	100	76.67	85.56
	train	100	76.67	100	83.33	100	70	100
	adm.	100	86.67	100	70	97.78	76.67	100

Table 4: Experts' opinion in the scientific content of the platform for suggested curriculum for track and field event. n = 30

Years		Theoretical content		Practical content	
		From pre%	To pre%	From pre%	To pre%
First		96.67%	100%	100%	100%
Second		93.33%	100%	100%	100%
Third	learning	81.11%	95%	95%	100%
	train	73.33%	90%	95%	100%
	adm.	100%	100%	100%	100%
Fourth	learning	93.33%	100%	93.33%	100%
	train	86.67%	100%	86.67%	96.67%
	adm.	87.78%	100%	86.67%	100%

RESULTS AND DISCUSSION

It is clear from Table 3 that the percentage of the overall aim and sub-goals (cognitive affective psychomotor) of the Platform for athletics for the preliminary stage (the grade first and second) and the phase of the Grade of Professional Teaching.

Table 3 shows consensus of experts on the overall objective and sub-goals of the platform for athletics for the pre-trial (grade I and II) of the curriculum proposed, where consensus rates among experts ranged between 63.33 and 100%, targets which did not achieve a high proportion (70%) has been deleted, number 2 in the affective objectives. Also consensus of experts on the overall objective and sub-goals of the platform for athletics stage specialist (grade III and IV) of the section of education, where rates of consensus among experts ranged between 76.67% and 100%, a figure that was acceptable to the researcher and therefore accepted by all objectives of the proposed curriculum. There was a consensus of experts on the overall objective and sub-goals of the Platform for athletics stage specialist (grade III and IV) of the section of training, where rates of consensus among experts ranged between 70% and 100%, a figure that was acceptable to the researcher and therefore accepted by all the proposed objectives. Consensus of experts on the overall objective and sub-goals of the platform for athletics stage specialist (grade III and IV) to the section of administration, where

rates of consensus among experts ranged between 70% and 100%, a figure that was acceptable to the researcher and therefore accepted by all the proposed objectives.

After application of the researcher's questionnaire II which aims to identify the content and teaching methods and the potential physical and human crisis of the curriculum proposed, the estimated percentage of the applied and theoretical content which achieves the objectives of the platform ranged between 76 % and 100% which is acceptable (Table4).

It is clear from Table 5 that the teaching methods appropriate for the content of the theoretical Platform for athletics, of agreement of expert opinions on the best methods for first and the second grade is the style of the demo, the style of Practice, the style of the demo, Style of dialogue and discussion, style enthusiastic, collective way of teaching, based on the presentations, the highest percentages of either grades III and IV was the style of the demo, style of dialogue and discussion, projects style, style enthusiastic, based on the presentations, collective way of teaching, they have ranged percentage between 93.33% and 100%.

It is clear from Table 6 that the teaching methods appropriate for the practical content of the Platform for athletics, of agreement of expert opinions on the best methods for first and the second grade is the style of the demo, the style of practice, and A competitive, based on the presentations, the highest percentages of either Grades III and IV was the style of the demo, practice,

Table 5: Experts' opinion in the methods of teaching suitable for the theoretical content of the suggested curriculum for track and field event. n = 30

Grade	Tired					Fourth		
	First Pre%	Second Pre%	Learning Pre%	Train Pre%	Adm. Pre%	Learning Pre%	Train Pre%	Adm. Pre%
Methods of teaching								
The style of the demo	90%	90%	90	90	90	90	90	90
Style of dialogue and discussion	100%	96.67%	93.33	96.67	96.67	93.33	96.67	93.33
Based on the presentations	93.33%	93.33%	93.33	96.67	96.67	93.33	96.67	96.67
A competitive	96.67%	96.67%	96.67	96.67	100	96.67	100	100
Modules	33.33%	33.33%	46.67	40	40	46.67	40	40
electronic	33.33%	33.33%	40	40	40	40	40	40
Brainstorming	33.33%	33.33%	53.33	53.33	90	90	90	90
Projects	33.33%	33.33%	46.67	46.67	96.67	96.67	96.67	100
style Enthusiastic	96.67%	96.67%	96.67	96.67	100	100	100	100
Programmed instruction	33.33%	33.33%	33.33	33.33	33.33	40	33.33	40
Collective way of teaching	100%	100%	100	100	100	100	100	100

Table 6: Experts' opinion in the methods of teaching which suitable for Practical content of the suggested curriculum for track and field event. n = 30

Grade	Third					Fourth		
	First Pre%	Second Pre%	Learning Pre%	Train Pre%	adm. Pre%	Learning Pre%	Train Pre%	Adm. Pre%
Methods of teaching								
The style of the demo	97.78	97.78	92.22	91.11	91.11	88.89	92.22	90
Practice	94.44	90	94.44	98.89	98.89	92.22	94.44	93.33
The reciprocal Style	36.67	33.33	97.78	98.89	94.44	85.56	100	72.22
Cooperative	40	95.56	100	96.67	100	98.89	97.78	96.67
A competitive	93.33	97.78	96.67	94.44	94.44	96.67	98.89	94.44
Self-learning	33.33	33.33	36.67	44.44	36.67	41.11	40	40
Multi-level Self-learning	33.33	33.33	36.67	44.44	36.67	41.11	40	40
Brainstorming	33.33	33.33	52.22	56.67	41.11	37.78	42.22	37.78
Programmed instruction	36.67	33.33	54.44	57.78	44.44	46.67	40	40
Discovery	33.33	33.33	58.89	54.44	57.78	54.44	48.89	46.67
Problem solving	33.33	33.33	33.33	56.67	82.22	63.33	33.33	60

Table 7: Experts' opinion in the evaluation methods suitable for the proposed curriculum (first and second grade) n = 30

Content		First Grade				Second Grade			
		Agree	Not agree	Assessing scale	Percentage	Agree	Not agree	Assessing scale	Percentage
Cognitive content	oral test	6	24	36	60%	6	24	36	60%
	Cognitive test	24	6	54	90%	24	6	54	90%
Practical content	Graduation Project	0	30	30	50%	0	30	30	50%
	Practical exam	30	0	60	100%	30	0	60	100%

Table 8: Experts' opinion in the evaluation methods suitable for the proposed curriculum (third and fourth grade),n = 30

Content	Type of test	Third Grade (Teach and adm)				Fourth Grade (Teach and adm)			
		Agree	Not agree	Assessing scale	Percentage	Agree	Not agree	Assessing scale	Percentage
Cognitive content	oral test	12	18	42	70%	12	18	42	70%
	Cognitive test	30	0	60	100%	30	0	60	100%
Practical content	Graduation Project	5	25	35	58.33%	27	3	57	95%
	Practical exam	30	0	60	100%	30	0	60	100%
Content		Third Grade(Train)				Fourth Grade(Train)			
		Agree	Not agree	Assessing scale	Percentage	Agree	Not agree	Assessing scale	Percentage
Cognitive content	oral test	12	18	42	70%	12	18	42	70%
	Cognitive test	30	0	60	100%	30	0	60	100%
Practical content	Graduation Project	0	30	30	50%	30	0	60	100%
	Practical exam	30	0	60	100%	30	0	60	100%

The reciprocal style, cooperative and A competitive, they have ranged percentage between 72.22% and 100%. It is evidenced also by the final results of the survey on the potential of the material required in the implementation of the proposed curriculum to the tools that were proposed were appropriate for implementation, where approving rates ranged between 73.33 and 96.67% but opinions were unanimous on the need to increase the numbers proposed to fit with the presence of more than a bifurcation and more of the grade and people in the playground at one time.

The use of teaching aids have got the computer and data show, television and video and video camera on the largest percentages in the approval of experts, where their approval ranged between 93.33 and 100%.

As for the human potential, the proportions were 90% for the professor, 90% for the associate professor and 93.33 % for the teacher and 36.67% for the teacher assistant Experts preferred the existence of a professor or assistant professor, at least in the lectures of specialization and an assistant professor or at least a teacher in grades II and III and an assistant teacher to assist in the application as the experts agreed that the number of students in each lecture should be between 15 and 20 (94.44%).

It is clear from Tables 7 and 8 that the evaluation methods of style oral obtained 60% and applied practical received a percentage of 90% and projects recorded the proportion 50% and the theoretical final test received a percentage of 100% for the first and second grades. Applied and theoretical final best methods gave a proportion 70% for oral examination and 100% for final examination of applied and theoretical. As for the project, it has received a percentage of 58.33% in the third grade and from 70 to 100 % for the grade IV and thus the theoretical exam and oral one are the best methods for evaluation of the third and fourth grades and added the style of the project for the fourth grade. The evaluation methods of oral and practical and theoretical final exam are suitable for evaluation in the first and the second grade For the third and fourth grade, oral and practical and theoretical final exam suit the third grade and for the fourth grade the project is added Degrees are distributed among them according to goals of each division.

CONCLUSION

The researcher reached to answer the questions of the research and accesses to:

- C The aims of the suggested track and field curriculum.
- C The content of the suggested track and field curriculum.
- C The most appropriate styles and methods for implementing of the suggested curriculum.
- C The most appropriate methods of evaluation for the suggested curriculum.

Aims of the Suggested Track and Field Curriculum

Aims for the First and Second Grades

General Aim: Studying the nature of athletics as an educational sport and its benefits, components and motor skills and how its performance and the laws governing the practice through the following sub-goals:

Knowledge Aims:

- C The students should know information about athletics and its branches and history. 2 - The students should understand the technical performance of the athletics events
- C The students should know safety and security factors to the practice of athletics.
- C The students should know the basic rules of athletics assessments' law. 5 - The students know the terminology in athletics. **Psychomotor aims:**

- C The students should acquire the necessary fitness to practice in athletics events
- C The students should do exercises that lead students to the primary athletics assessments.
- C The students should gain skills that lead students to athletics assessments.
- C The students should acquire the skill of using use the tools and equipments of athletics.

Emotional Aims:

- C The students acquire positive attitudes towards the practice of athletics
- C The students get used to comply with laws and regulations.
- C Development of achievement motivation in students.

The Aim of the Platform Track and Field Events (For Education Grades) Knowledge Aim:

- C The students know common mistakes and how to fix the track and field events assessments.

- C Students should analyze technical performance of the track and field events.
- C Students should distinguish between the ways the long jump different.
- C Students should distinguish students between the ways the shot put
- C Students should know the platform track and field events.
- C Students should know how to plan a lesson for the track and field
- C Students should know how to develop a module to a track and field
- C Students should understand how to organize the school contest in the competition or more of the track and field
- C Students should understand how to create a stadium commensurate with the potential of the school.
- C Students should know how to select the players for the athletics team at the school
- C Students should know safety and security elements to learn track and field.

Psychomotor Aims:

- C Enhancing students' level of performance skills of track and field events.
- C Students apply some methods of teaching on the track and field
- C Students discover mistakes and how to fix the track and field events.
- C Students design tutorials to teach track and field events at the primary, preparatory and secondary grades
- C Students design teaching modules to teach track and field for different grades.
- C Students organize school contest for some track and field approaches included in the curriculum prepared by Ministry of Education.
- C Students assess student performance and the performance of others to track and field
- C The student use modern teaching aids during the implementation of the lessons competitions 9 - Students devise alternative tools of the simplest materials to teach track and field school.

Emotional Aims:

- C Development trends towards teaching track and field events.

- C Assessing the role of track and field competitions in the curriculum of physical education in schools.
- C Upholding moral values and social relations between students.
- C Generating interest in the study of modern track and field
- C Teaching leadership among students.

Second: the Aim of the Platform Track and Field Events of Athletic Training

General Aim: Giving students the knowledge, information and features of voluntary and moral, social and mastering skills associated with the training of track and field events.

Knowledge Aims:

- C Students should know the determinants of selection of youth for each race.
- C Students should know elements of physical fitness for all methods of physical preparation events.
- C Students should apply the mechanical bases on the technical performance of each event.4 - Students should use modern training methods in track and field events
- C The student plans a training module to track and field events.
- C The student knows safety and security factors which limit the common injuries in track and field events and how to prevent them.
- C The student knows the assessment tests for each race.
- C The student discusses the rules of organizing track and field events.
- C The student distinguishes nutrition principles for athletes for track and field events.
- C The student knows the physiology of performance and energy production systems for track and field events. 11 - The student know types of internationally banned doping.
- C The student can learn how to develop an annual plan.

Psychomotor Aims:

- C That the student mastered the skill performance of track and field.
- C The student gains a high level of fitness competitions for track and field.

- C The student designs training modules for different competitions.
- C The student implements some of the training units requested for track and field events.
- C To implement the student training plan for the preparation period of one or more of the track and field events6 - To organize a small team and implements a training plan for them to some of the athletics.

Emotional Aims:

- C Assess the role of track and field events in the physical upgrading student.
- C Teaching leadership and dependency between student
- C Developing features and congenital voluntary and social values associated with track and field competitions and with track and field coaches4 - Capacity development of innovative and creative in the exploitation of alternative tools in training competitions.

Second: the Goals of the Platform Track and Field Events for Sports Management Grade

General Aim: Giving students the knowledge, information and features of voluntary and moral, social and mastering skills associated with the management and the arbitration of track and field events.

First: Knowledge Aims:

- C The student knows the rules of the organization of track and field events.
- C The student understands the technical performance of the competitions.
- C The student knows the rules of the establishment and planning of track and field events stadium
- C The student knows standards of the legal instruments adopted internationally for the different competitions.
- C Requesting to know the organizational structure of the Egyptian Federation of Athletics and its branches and regions.
- C Know how to organize student athletics championships (local - regional - international).
- C To know the types of student-doping forbidden internationally
- C The student knows activities of the International Association of Athletics Federation.

Second: Psychomotor Objectives:

- C The student organizes and governs competitions of athletics in his faculty2 - Activity supervisors participate in the management of the faculty athletics team.
- C To oversee the planning of the faculty athletics stadiums
- C To participate in the selection of tools suitable for the performance of the faculty in accordance with law.

Third: Emotional Aims:

- C To generate interest access to the laws of athletic events.
- C Development of innovative capabilities of the students
- C Giving the student the opportunity to express and take decisions by himself
- C The student assessment to develop personal leadership
- C The development of student attitudes towards management of athletics teams
- C To uphold the moral and social values associated with good students.

The Content of the Suggested Track and Field Curriculum

First Grade (First Semester) Practical Content: 100 and 200 m and middle-distance 1500 M and4×100 m relay and Long jump and Shot put.

Theoretical Content:

- C Giving the students information about athletics, branches and history.
- C Knowing the technical performance of the athletics events.
- C Students should know the safety and security factors to practicing athletics.
- C Students should know the basic rules of law athletics assessments.
- C Students should know the terminology in athletics.

First Grade (Second Semester)

Practical Content: (400 m and 800 m and 100 m hurdles and High jump and Discus throw)

Theoretical Content:

- C Giving the students information about athletics, branches and history.

- C Knowing the technical performance of the athletics events.
- C Students should know the safety and security factors to practicing athletics.
- C Students should know -the elements of fitness for athletics competitions scheduled.
- C Students should know common terms in athletics.
- C Students should know the benefits of athletics in terms of physical, motor and functional and educational.

Second Grade (First Semester)

Practical Content: (400 m and 5000 m and walking and steeplechase and Triple jump and Hammer)

Theoretical Content:

- C Date athletics Olympic cycles.
- C Technical performance of the athletics assessments.
- C The difference between the performances of long-distance
- C The difference between the performance of long-haul and medium-
- C The basic rules governing the athletics assessments.
- C Safety and security factors to exercise and use of tools track and field assessments.
- C Common terms in athletics.
- C Elements of fitness for athletics competitions scheduled.

(Second Semester) Practical Content: Road races and 800m and Discus throw and Pole vault and 400 m and 4×400 m relay.

Theoretical Content:

- C Date athletics Olympic cycles.
- C Technical performance of the athletics assessments.
- C The difference between the performances of long-distance.
- C The difference between the performance of long-haul and medium-
- C The basic rules governing the athletics assessments.
- C Safety and security factors to exercise and use of tools track and field assessments.
- C Common terms in athletics.
- C Elements of fitness for athletics competitions scheduled.

Third Grade - Learning (Second Semester):

Practical Content: Sprints 100 and 200 and 400 m and Middle-distance 1500 M and 4×100 m and 4×400 m relay and Long jump in different ways and shot put.

- C Applications for the preliminary games and contests to teach new plans.
- C Applications of educational classes for competitions.
- C Applications for the use of methods and teaching methods appropriate for the races.

Theoretical Content:

- C Technical performance of the track and field events
- C Common mistakes and how to fix the track and field events assessments
- C To distinguish between the ways the long jump different
- C To distinguish between the ways the shot put
- C Platform track and field events for the education of various
- C Planning a lesson for the track and field
- C Creating a stadium commensurate with the potential of school each race of races 8) Selecting the players for the athletics team at the school safety and security elements to teach track and field.

Fourth Grade - Learning (First Semester)

Practical Content: 1500 and 800 and 60 m hurdles and High jump and Pole and Discus.

- C Applications for the preliminary games and contests to teach new plans
- C Applications of educational classes for competitions
- C Applications for the use of teaching methods appropriate for the races.
- C The organization of track and field competitions in schools.

Theoretical Content:

- C Technical performance of the track and field events
- C Common mistakes and how to fix the track and field events assessments
- C Platform track and field events for the education of various.
- C Developing a module to a track and field
- C Organizing the school contest in a competition or more of the track and field.
- C Creating a stadium commensurate with the potential of school each race of races 7. Selecting the players for the athletics team at school.

Third Grade – Training (First Semester)

Practical Content: 100m and 200m and 4×100 m relay and Middle-distance 800 M and Long jump in different ways and Shot and Pre-applications games and

- C Applications for preliminary and Similar Games and desirable for the competitions scheduled.
- C Applications for training modules for contests scheduled.
- C Applications to use the methods of physical preparation for the races scheduled
- C Applications to use the law in competitions planned.

Third Grade – Training (Second Semester)

Practical Content: 400m and 4×400 m relay and The difference between 4×100 m and 4×400 m and 1500 M and 100 m hurdles and Discus throw and High jump.

- C Applications for preliminary and Similar Games and desirable for the competitions scheduled.
- C Applications for training modules for contests scheduled.
- C Applications to use the methods of physical preparation for the races scheduled.
- C Applications to use the law in competitions planned.

Theoretical Content:

- C The determinants of selection of youth for each race.
- C Elements of physical fitness for all methods of physical preparation events.
- C Applying the mechanical bases on the technical performance of each event.
- C Using modern training methods in track and field events.
- C Students should plan a training module to track and field events.
- C Students should know safety and security factors which limit the common injuries in track and field events and how to prevent them.
- C Students should know assessment tests for each race
- C Students should know the rules of organizing track and field events.
- C Students should distinguish between nutrition regimes for athletes track and field events.
- C Students should know the physiology of performance and energy production systems of track and field events.
- C Students should know types of internationally banned doping.
- C Students should learn how to develop an annual plan.

Third Grade – (Sports Management) (First Semester)

Practical Content: organization and field events (Triple jump - Long jump- Shot put - Discus) and track events (100m –200 m – 800m –100 m hurdles Relays.

Theoretical Content:

- C Students should know rules of organizing of track and field events.
- C Students should understand the technical performance of the competitions.
- C Students should know the rules of the establishment and planning of track and field events stadium.
- C Students should know standards of the legal instruments adopted internationally for the different competitions.

Fourth Grade – (Sports Management) (Second Semester)

Practical Content : Field Events: (Pole vault- high jump- Javelin throw - Hammer Track events: (steeplechase- 400m – 1500m -5000m - heptathlon).

Theoretical Content

- C Students should know rules of organizing of track and field events.
- C Students should understand the technical performance of the competitions.
- C Students should know the rules of the establishment and planning of track and field events stadium.
- C Students should know standards of the legal instruments adopted internationally for the different competitions.
- C Students should know the organizational structure of the Egyptian Federation of Athletics and its branches and regions.
- C Students should know how to organize student athletics championships (local - regional - international).
- C Students should know the types of student-doping forbidden internationally activities of the International Association of Athletics Federation.

The Most Appropriate Styles and Methods for Implementing of the Suggested Curriculum for Practical

Content: For first and the second grade is the style of the demo, the style of practice, the style of the demo, Style of dialogue and discussion, style Enthusiastic, Collective way of teaching, based on the presentations, the highest percentages of either Grades III and IV was the style of the demo, Style of dialogue and discussion, Projects Style, style Enthusiastic.

Theoretical Content: for first and the second grades the style of the demo, the style of Practice, and A competitive are recommended, based on the presentations, the highest percentages of either grade III or IV was the style of the demo, Practice, The reciprocal Style, Cooperative and A competitive.

The most Education Technology: Data show and television and video and Computer and hypermedia and video tapes to teach events and video tapes of the performance of the player and video camera.

The Most Appropriate Methods of Evaluation for the Suggested Curriculum: For the evaluation methods, practical and the theoretical final for the third and fourth grades Oral examination and practical examination and theoretical final received, in addition to the style of the project are for the fourth grade Degrees are distributed among them to commensurate with the goals of each divisions.

Recommendation: The researcher recommends the following: the trial application of the proposed curriculum at the Faculty of Physical Education Benisuef University, with the provision of all resources, human and material hoses effective implementation achieve the objectives of the curriculum and modify the curriculum according to the results of experimentation and adoption of a method is applicable within the list of the faculty.

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