

PHED 7610

CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

In this course students will focus on the examination and interpretation of curriculum values, models, designs, and trends in physical education. Students will acquire the tools necessary for planning a comprehensive physical education curriculum with an emphasis placed on how to promote a physically active lifestyle.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are

identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. construct a personal philosophy of physical education curriculum
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Melogramo, V.J. 1996; Graham, G., Holt/Hale, S. A., & Parker, M., 1993; Darst, P. W. & Pangrazi, R. P., 2002; NASPE 1, 2);
2. critically examine the value orientation inventory (VOI) positions relative to physical education curriculum
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Lund & Tannehill, 2005; Rink, 2009, NASPE 1, 6);
3. review and analyze the basic orientations to curriculum design in physical education and the implications of each for practice
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Lund & Tannehill, 2005; Rink, 2009, NAPSE 1);
4. develop a physical education curriculum based on the standards based process
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Lund & Tannehill, 2005; National Association for Sport and Physical Education, 2004; Rink, 2009; NASPE 1, 2, 3, 6);
5. critically examine current trends influencing curriculum in physical education
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Cone, Werner, Cone, & Woods, 1998; Graham, Holt/Hale, & Parker, 1993; Griffin, & Butler, 2005; Hellison, 1996; Siedentop, Hastie, & Van De Mars, 2004; NASPE 1, 10); and
6. analyze and evaluate current curriculum models in physical education
(*Decision Makers; Leaders; Lifelong Learners; Adaptive; Knowledgeable; Reflective*)
(Cone, Werner, Cone, & Woods, 1998; Graham, Holt/Hale, & Parker, 1993; Griffin, & Butler, 2005; Hellison, 1996; Siedentop, Hastie, & Van De Mars, 2004; NASPE 1, 6).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Rink, J. (2009). *Designing the Physical Education Curriculum. Promoting Active Lifestyles*. Boston: McGraw-Hill.

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

References

Cone, T., Werner, P., Cone, S., & Woods, A. (1998). *Interdisciplinary teaching through physical education*. Champaign, IL: Human Kinetics.

Graham, G., Holt/Hale, S. A., & Parker, M. (1993). *Children moving: A reflective approach to teaching physical education*. New York: MacMillan.

Griffin, L. & Butler, J. (2005). *Teaching games for understanding. Theory, research, and practice*. Champaign, IL: Human Kinetics.

Hellison, D. R. (1996). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.

Lund, J. & Tannehill, D. (2005). *Standards-based physical education curriculum development*. Sudbury, MA: Jones & Bartlett.

Rink, J. E. (2006). *Teaching physical education for learning*, (5th ed.). Boston: McGraw-Hill.

Siedentop, D., Hastie, P., & Van De Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to the Conceptual Framework

At the conclusion of the course, students will have demonstrated achievement in the areas of *decision making*: using information and knowledge gained to decide on the most appropriate curriculum for developing a physically active lifestyle (**Assignment 1, 3**); *leadership*: taking initiative with planning and course preparation (**All Assignments**); *lifelong learning*: gaining knowledge of professional associations and opportunities for continued professional development with an awareness of the importance of addressing current issues in curriculum (**Assignments 1, 2, 3, 4**); being *adaptive*: applying information gained to current curriculum issues (**Assignments 1, 3**); *collaboration*: working with classmates, and colleagues in the school setting (**Assignment 3**); *cultural*

sensitivity: developing an awareness of cultural differences from a historical perspective and an examination of current issues in curriculum (**All Assignments**); *empathy*: developing an appreciation for the roles and responsibilities of current physical educators in developing curriculum and dealing with curricula issues (**Assignments 3**); *knowledge*: demonstrating an understanding of standards based curriculum development and implementation in physical education (**All Assignments**); *reflective*: synthesizing course content to effectively develop a standards based curriculum (**Assignment 3**).

Assignments

1. Philosophy Position Paper (50 points)

Students will assemble a position paper demonstrating the current best practices in developing a physical education curriculum that emphasizes the development of a physically active lifestyle.

Course Objectives: 1, 2, 3, 5, 6

2. Class Assignments (30 points: 5 points each)

Students will be actively engaged in learning through six class assignments that are related to the current research on curriculum values, models, designs, and trends in physical education. Specific directions and grading rubrics will be provided.

Course Objectives: 1, 2, 3, 5, 6

3. Curriculum Project & Document (120 points)

Students will research a current physical education curriculum. Time will be spent at the school interviewing stakeholders, observing classes, and collecting documents. The information gathered will enable the creation of a standards-based curriculum document suitable for implementation at the school site.

Course Objectives: 4

4. Final Exam (100 points)

Students will take one comprehensive final exam based on the course content, including lectures, discussions, and assigned readings.

Course Objectives: 1, 2, 3, 5, 6

Grading Policy

270-300 points = A	90-100%
240-269 points = B	80-89%
210-239 points = C	70-79%
less than 180 points = F	69% or less

CLASS POLICIES

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account

is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Foundations for Curriculum
2	Physical Education for a Physically Active Lifestyle
3	Standards Based Curriculum
4	The Process of Designing the Curriculum Designing Units in Physical Education
5	Foundations of the Elementary School Curriculum Designing the Elementary School Program
6	Foundations of the Middle School Curriculum Designing the Middle School Curriculum
7	Foundations of the High School Curriculum Designing the High School Curriculum
8	Sport Education Curriculum Model
9	Teaching Games for Understanding Curriculum Model
10	Taking Personal & Social Responsibility Curriculum Model
11	Adventure Based Education
12	Fitness Based Education
13	Interdisciplinary Based Learning
14	The Process of Developing and Implementing the Curriculum
15	Evaluating the Curriculum
16	Final Exam