

KSPE 7130
Curriculum Development in Physical Education
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of KSPE

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Lund, J. & Tannehill, D. (2010). *Standard-Based Physical Education Curriculum Development*. (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.

Physical Education Curriculum Analysis Tool (PECAT). Retrieved from <http://www.cdc.gov/healthyyouth/pecat/pdf/PECAT.pdf>.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <https://vsu.view.usg.edu/>
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

COURSE DESCRIPTION

Educational curriculum theory, curriculum development, and curriculum models for physical education are explored. National and state standards for physical education will be used to inform curriculum development decisions, and research related to curriculum development will serve as the basis for project development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE OBJECTIVES (CO):

- Develop a meaningful physical education program philosophy that integrates one's values, beliefs, and dispositions.
- Identify factors that have influences curriculum development
- Discuss the differences between curriculum and standard-based curriculum
- Identify the essential components of an effective curriculum
- Discuss the roles and values on the selection and implementation of curricula;
- Discuss the critical issues in curriculum development
- Identify and analyze existing curricula models;
- Design a physical education curriculum framework for students with varying levels of ability and needs that can be implemented in a public school setting.
- Discuss strategies of keeping curriculum guides up to date and current

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- Read all assigned chapters in the textbook, as well as, additional articles as assigned
- Create a Physical Education Program/Teaching Philosophy
- Participate in Discussion Boards
- Assess curricula (locally developed or commercially prepared) to see if they align with national standards using the Physical Education Curriculum Analysis Tool
- Design a physical education curriculum guide to implement in school.
- Be able to summarize, analyze and react to chapter and article readings through reaction paper assignments.

NCATE Standards

2a. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment and long- and short-term outcomes/goals.

2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.

Course Expectations

1. **Course Syllabus** – *It is the responsibility of each student to read this syllabus in its entirety. This is the agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.*
2. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
3. Have the technology needed to complete class assignments (internet, computer, Livetext, etc.).
4. Complete all reading assignments and PowerPoint's in order to participate in on-line discussions.
5. Complete and post on-line all word processed class assignments in a timely manner.
6. Be able to complete assignments using the most current American Psychological Association (APA) publication manual format.
7. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).
8. **Makeup work/Alternate Assignments:** Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

COURSE EVALUATION

Evaluation- will be conducted impartially and will be based on your ability to: (a) adhere to directions when completing assignments, (b) demonstrate comprehensiveness when completing assignments, (c) contribute insightfully to class discussion, and (d) develop as a professional.

Reaction Papers	20%
Survey Questions/Profile	5%
Teaching Philosophy	5%
Discussion Board	30%
Curriculum Guide Project	20%
<u>Curriculum Assessment Project</u>	<u>20%</u>
Total	100%

GRADING SCALE

90 - 100 %	=	A
80 - 89 %	=	B
70 - 79 %	=	C
60 - 69 %	=	D
< 60 %	=	F

ATTENDANCE POLICY

Students, who do not log into the class within the first two days, will be withdrawn from the course. It is expected that students will check the course website daily in order to stay on track with assignments. Students should also check their email daily. If you use another e-mail account more frequently it is recommended that you forward VSU email to that account, if necessary, to avoid missing any important e-mails from your professor.

PROFESSIONALISM

It is expected that all students are enrolled in this class for serious educational pursuits and that their conduct will preserve an atmosphere of learning.

Students will:

- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

- Communicate in ways that convey respect and sensitivity.

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

ACADEMIC INTEGRITY

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. If you need assistance with your writing skills, help is available from the Writing Center on campus. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

Course Requirements and Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Diversity

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

Technology

As part of our conceptual framework, the College of Education is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

- Backup your work on more than one disk.

****Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Dr. Susan Hagood
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Telephone Number: 229-333-7148
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	Topic	Homework	Assignments Due
Week 1 June 5-11	Intro to Standards-Based Curriculum Development & Building a Quality Physical Education Program	<ul style="list-style-type: none"> *Review Syllabus is Blazeview * Review Blazeview Instruction/Guide at http://blog.valdosta.edu/elearning/wp-content/uploads/sites/7/2013/05/BlazeVIEW-D2L-Draft9.swf *Review Welcome PowerPoint *Read Chapters 1 & 2 *Review PE curriculum PowerPoint *Survey Questions Due *Discussion Boards – 1) Introduction & 2) Exposure vs. standards based *Create Blazeview Profile 	<ul style="list-style-type: none"> *Profile Due by Friday June 7th *DB Original Post Due Friday, Response Due by Sunday Midnight. *Survey's - Teacher Evaluation 1 & 2 = Due by June 12 – 5pm
Week 2 – June 12-18	<ul style="list-style-type: none"> *Curriculum Continued *Discuss curriculum plan assignment *Discuss PECAT assignment 	<ul style="list-style-type: none"> *Read 1) Creating a Curriculum Guide 2) teacher Value Orientations, 3) Ennis Knowledge and 4) Ennis Curriculum articles *Getting Started with Reaction Papers, PECAT, Curriculum Guide assignments PPT *Review Teaching Philosophy PPT *Review PECAT PPT *Develop Teaching Philosophy *Discussion Boards – 1) Stand For! & 2) Proud/Change *Start working on PECAT assessment *Write Reaction Paper Week #2 Readings 	<ul style="list-style-type: none"> *Locate your school's curriculum guide or if you don't have one contact Dr. Hagood *DB Original Post Due Friday, Response Due by Sunday Midnight. *Teaching Philosophy Due by June 19 – 5pm *Reaction Paper due by July 19 – 5pm
Week 3 – June 19-25	<ul style="list-style-type: none"> Evaluating Your PE Curriculum Assessment in Curriculum Development 	<ul style="list-style-type: none"> *Read Chapters 3 & 4 *Review Assessment PPT *Discussion Board 1) Lesson vs. Curriculum Assessments & 2) what types of assessments are you using *Continue to work on PECAT assessment and then start working on Curriculum Guide Assessment. 	<ul style="list-style-type: none"> *DB Original Post Due Friday, Response Due by Sunday Midnight. *PECAT Assessment Due by June 26 – 5pm
Week 4 June 26- July 2	<ul style="list-style-type: none"> Inclusive and Culturally Responsive Teaching * Personal & Social Responsibility 	<ul style="list-style-type: none"> *Read Chapters 5 & 6 *Read Hellison Affective Domain article *Review Social Responsibility PPT *Discussion Board – Reaction's to and use of 1) Teaching for diversity & 2) Inclusive instruction strategies *Continue to work on Curriculum Guide Assessment. *Write Reaction Paper Week #4 Readings 	<ul style="list-style-type: none"> *DB Original Post Due Friday, Response Due by Sunday Midnight. *Reaction Paper due by July 3 – 5pm
Week 5 July 3- July 9	<ul style="list-style-type: none"> Skill Theme Adventure Education Outdoor Education 	<ul style="list-style-type: none"> *Read Chapters 7-9 *Read 1) If we win I win and 2) enhancing in the outdoors articles *Review Skill Theme, Movement Education & Adventure Education PPTS *Discussion Board – 1) Examples & use Skill Theme/Adventure Education/Outdoor Education & 2) Pros & Cons *Continue to work on Curriculum Guide Assessment. *Write Reaction Paper Week #5 Readings 	<ul style="list-style-type: none"> *DB Original Post Due Friday, Response Due by Sunday Midnight. *Reaction Paper due by July 10 – 5pm

Week 6 July 10-16	Teaching Games for Understanding	<ul style="list-style-type: none"> *Read Chapters 10 & 11 *Read 1) Teaching Games for Understanding, 2) Design, Redesign, and 3) Ideas for curriculum change articles. *Review TGFU & Sport Education PPT *Discussion Board - 1) TGFU vs Skill & 2) TGFU vs Sport Ed. *Continue to work on Curriculum Guide Assessment. *Write Reaction Paper Week #6 Readings 	<ul style="list-style-type: none"> *DB Original Post Due Friday, Response Due by Sunday Midnight. *Reaction Paper due by July 17 – 5pm
	Sport Education		
Week 7 & 8 July 17-24	Cultural Studies in PA & Sport	<ul style="list-style-type: none"> *Read Chapters 12-14 *Read 1) Infusing Health Related and fitness & 2) Appropriate Use of Technology articles. *Review Technology #1 & #2 and Curriculum Model Wrap –up PPT’s *Discussion Board - 1) Cultural studies in PE, 2) Fitness Ed, & 3) Technology *Submit Curriculum Guide by July 24th *Write Reaction Paper Assessment. Week #7 Readings 	<ul style="list-style-type: none"> *DB Original Post Due Friday, Response Due by Sunday Midnight. *Reaction Paper due by July 24 – 5pm
	Fitness Education		
Final	Keeping the curriculum Dynamic	<ul style="list-style-type: none"> * Curriculum Plan 	<ul style="list-style-type: none"> *Curriculum Plan Due By July 24 – 5pm