

# PHED 370 K-12 - Curriculum in Physical Education

Communication in the Major - requirement - Integration LLevel

## Contact Information:

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## Credits and Meetings:

Credit Hours: 3

Course Location: **MCCH 119**

**Course Days & Times: Tue/Thur 2:00 – 3:15**

Other Materials

Canvas Modules

Google Drive

## Text and Materials:

### Required Text

1. Lund and Tannehill (2015). Standards-based Physical Education Curriculum Development. Jones & Bartlett. 3rd edition.
2. Levay, French, and Henderson (2016). Behavior Management in Physical Activity Settings. Human Kinetics. 3<sup>rd</sup> edition

**Parts of this course will be “flipped”. Students will be responsible for the material before they come to class and will be assessed on that material. Full participation is expected and required for this course.**

## **Course Objectives:**

1. Analyze and evaluate the outcomes, and strengths and weaknesses of various curriculum models in Physical Education.
2. Knowledge and practical experience with assessment tools to evaluate the curriculum.
3. Understanding of SHAPE America Best Practices that impact the curriculum.
4. The role of assessment in the continuous cycle of Curriculum, Instruction and Evaluation.
5. Knowledge of educational reforms and the resulting reform efforts on Physical Education school programs including federal laws.
6. Unpacking the state and national standards and articulating outcomes in the development of a curriculum.
7. The ability to plan and implement a developmentally appropriate K-12 Physical Education.
8. Experience in creating units and lessons that support the curriculum.
9. Understand the current trends and issues in PE program planning.
10. Complete 5 Pointer Points throughout the course of the semester. (Each Pointer Point is worth 5 points, total 25 points)

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## Course Evaluation Requirements

Chapter questions, Quizzes, Exit Questions, Professionalism, In-class assignments.....200 points

In Class Exam.....100 points

**Pointer Points** .....5 points each....25 points

**First Day of School – This is Me!**.....20 points

Students will create a 1-2-minute video clip, slide show, PowerPoint presentation to present to the class as if they were introducing themselves to their students on the first day of physical education in school. Additional program details can be found on Canvas.

**Cultural Responsiveness/Inclusion Assignment** ..... 75 points

Student is expected to explore how SEL, Mindfulness and Wellness breaks can be purposefully incorporated throughout a physical education curriculum. Create your classroom management philosophy, routines, discipline procedures rules, expectations, and visuals to assist in creating a positive climate in your classroom throughout the year. Additional assignment details can be obtained through Canvas course site.

**Curriculum Model Project (mid-term)** .....(50 pts written, 25 pts presentation, 25 pts teaching).....100 points

Part 1: Research a curricular model (randomly selected) and deliver a teaching presentation to the class about your given topic. Along with resources.

Part 2: Create a 2-day lesson to showcase your curricular model in action. This is an opportunity for you to learn about a variety of curriculum models that can be used when you are teaching. Additional assignment details will be discussed in class and can be found in Canvas.

**Program Support – Promotion Assignment** .....40 points

Students will develop a school-wide/community-wide initiative to promote physical activity and wellness and their future PE program. Additional assignment details can be obtained through Canvas course site.

**Learning Segment Evaluation Assignment** .....150 points

Utilizing analytical and critical thinking skills, determine the viability of a program/unit based on data collection and analysis done in a Task 3 document. Score the document using edTPA Rubrics 10 -15. Discuss why they received the score and what could be included to raise the rubric score. Also, does this data follow SHAPE National Standards and Grade-Level Outcomes? When unpacking the standards included in the unit, are all GLO's being met, why or why not, what is the evidence? Assignment details will be discussed in class and can be found in Canvas.

**Curriculum Development Project – 3 Year Rotation (final)**.....250 points

This is a major project containing many aspects of developing a comprehensive K-12 physical education program. You will develop a curriculum for elementary, middle and high school levels. There are several documents to guide you each step of the way. As we go through the semester, the content will match the parts of the final project and you should work on the assignment throughout the course. Additional assignment details will be discussed in class and can be found on Canvas. (Scope and Sequence, Block Plan, Unpacking the Standards, Mission Statement, Philosophy, etc)

**Total Points:**.....(subject to change) .....965 points

**Grades are calculated by percent**

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93-100%	A	87-89%	B+	77-79%	C+
90-92%	A-	83-86%	B	73-76%	C
		80-82%	B-	70-72%	C-

**Assignments and point values are subject to change. Adjustments will not be made without previous class discussion and evaluation.**

## Course Policies:

- 1. Accommodations of Candidates with Disabilities** - UWSP is committed to providing equal educational opportunities for candidates with documented disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact Susie Rood in the Disability & Assistive Technology Services Office (LRC 603), and complete an Accommodations Request form. Phone: 346-3365 or email [srood@uwsp.edu](mailto:srood@uwsp.edu)*
- 2. Academic Integrity** - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
- 3. Attendance** - Attendance is an expectation for professional development. Please extend the courtesy of contacting me with any issues that would impact your attendance. I will *grant one unexcused absence*; any further absences will affect the total points for each absence. Likewise, tardies will also result in loss of points as well as leaving class early. Approved campus activities and events are part of the total school curriculum and will be supported.
- 4. Examination Policy** - All candidates are required to take exams on site on the assigned dates and times (Extenuating circumstances will be reviewed on a case-by-case basis by the instructor). Should you require testing accommodations see Accommodation of Candidates with Disabilities section and provide proper documentation.
- 5. Electronic Devices** - Use of cell phones, tablets, MP3 players or the alike at any time during class should not be used unless permission is provided. Phones especially shall be silenced and stored out of sight. Furthermore, in the event using any of these technology devices is required as part of class work, visits to non-academic internet sites (unless otherwise noted) is prohibited. Violations of this policy will result in loss of points to final grade without notice to student.
- 6. Risk Awareness** - Candidates should be aware that physical activity is expected as partial fulfillment of the requirements of this class. This includes participation in practice lessons taught by the instructor and/or peers. Candidates should make the instructor aware of any physical limitations that will limit participation in the class.

**From the office of Risk Management:** *"In the event of a medical emergency, call 911 or use red emergency phone located ([Quandt Balcony](#)). Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, proceed to the lowest level interior room without window exposure at ([Lower Level Quandt](#)). See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner. Meet at ([Science Building](#)). Notify instructor or emergency command personnel of any missing individuals. Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point."*

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**This Syllabus is subject to change upon the discretion of the instructor. Any changes will not be made without proper notification to candidates.**