

PHED 370 K-12 Curriculum in Physical Education
Fall 2018
(Subject to change)

Contact Information:

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Office Hours: Tues & Thurs 3:15 - 4:15 or by appointment

Credits and Meetings:

Credit Hours: 3

Course Location: HEC 119

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

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. 3rd edition

Other Materials

WI State Standards for Physical Education (2010), published by DPI.

Antigo K-12 Physical Education Curriculum

State of California PE Curriculum Guide

Stevens Point School District Curriculum UBD format

SPARK materials for grades 6-8, 9-12 and after school

PECAT-Physical Education Curriculum Analysis Tool, published by the US CDC.

Behavior management and PBIS materials

Notes and other materials on Google Drive

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 and affect 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.

Course Evaluation Requirements

Chapter questions, Quizzes, In-class assignments.....200 points

In Class Exam.....100 points

Curriculum Model Project (mid-term).....200 points

You and your partner will be responsible for researching a curricular model (randomly selected) and delivering a teaching presentation to the class about your given topic. 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.

Unit Assignment250 points

Create a 6-lesson unit block plan for a pre-determined set of skills at a given grade level. Using state and national standards to guide instruction, create lesson plans, using the provided template. Include at least one formal pre and post assessment. Assignment details will be discussed in class and can be found in Canvas.

Curriculum Development Project (final).....250 points

This is a major project with many parts on developing a PE program. You will develop a curriculum for elementary, middle and high school. 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.

Cultural Responsiveness/Inclusion Assignment 75 points

Student is expected to observe and interview a physical education professional and write a reflection paper on their experience and thought pertaining to creating a culturally responsive and inclusive curriculum. Additional assignment details can be obtained through Canvas course site.

Total Points: 1075 points

Grade are calculated by percent

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*

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. 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 circumstance 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 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 for details on all emergency response at UW-Stevens Point."*

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