

**NORTHEASTERN STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF HEALTH AND KINESIOLOGY
COURSE SYLLABUS
Anton/Fall 2009**

Instructor: **Dr. Vanessa Anton**
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I. COURSE NUMBER, NAME, MEETING TIME AND PLACE

PED 4452, Curriculum Development in Physical Education
MW 1:00

II. PREREQUISITES

The student should have senior status, should have successfully completed Pre-I and should be concurrently enrolled in Pre-II. The student should be ready to complete their full-internship experience the semester following this class. (See Sequencing of Courses on the back of the HPE Degree Plan.)

III. CATALOG DESCRIPTION OF COURSE

The content and process of K-12 Physical Education curriculum development for the public schools.

IV. KNOWLEDGE BASE

The Northeastern State University Teacher Education Program is based on specific philosophical assumptions about teaching, learning, and schooling that underlie all basic programs which prepare professional educators to work in public school settings. These philosophical assumptions are stated in terms of the responsibilities and obligations of professional educators as stated in the theme of the program. It is assumed that it is the responsibility of professional educators to:

1. develop thinking/learning skills in their students through the use of appropriate pedagogical strategies, emphasizing reflection;
2. serve all students under their charge, regardless of ability, with a sense of efficacy;
3. instill self-respect, dignity, and respect for others in their students;

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4. be sensitive to and develop the ability to capitalize on the learning strengths of individuals who reflect a diversity of cultural backgrounds, abilities and talents; and
5. know, understand, and communicate the content of the specialty area(s) in which they are teaching.

These assumptions represent a philosophical approach to teaching and learning that is present throughout the coursework and the field experiences.

V. CONCEPTUAL FRAMEWORK

The Teacher Education Program at Northeastern State University prepares professional educators to be teaching scholars, educational leaders, and developers of human potential.

Educators as Teaching Scholars

Teaching scholars read widely and think deeply about subject matter, teaching, and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements. Teaching scholars use appropriate communication skills, they know how to facilitate authentic learning, and they encourage P-12 students to be critical, creative thinkers, with the ability to be lifelong learners.

Educators as Educational Leaders

Educational leaders believe that all P-12 students are capable of learning and of making educational progress. Educational leaders serve as advocates for children/adolescents and families, they understand the political nature of teaching, and they are able to inspire and motivate others by modeling effective communication skills, professional demeanor and attitudes.

Educators as Developers of Human Potential

Educators who are developers of human potential are committed to the philosophical position that the development of human potential is their fundamental task.

VI. MAJOR GOALS

Using NASPE's (National Standards for Physical Education) and the state documentation PASS (Priority Academic Student Skills), students will develop age appropriate curriculum for a designated group of students or participants (K-12). Each program will contain organizing centers (specific model types), lesson plans, unit plans, objectives, procedures, formats, evaluation, and other components.

VII. EXPECTED COURSE OUTCOMES

At the conclusion of PED 4452 the students should demonstrate the general competencies as outlined by the state of Oklahoma for licensure and certification in physical education, health, and safety and as outlined by the AAHPERD/NASPE guidelines.

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After completing this course, the student will (be able to)--

1. Identify, select, and implement appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and/or experiences of learners.
2. Select and use appropriate teaching resources and curriculum materials.
3. Use curricular and instructional strategies that encourage learners to view, question, and interpret physical activity from diverse populations.
4. Design and implement learning experiences that are safe, appropriate, realistic, relevant, and based in principles of effective instruction.
5. Develop long-term plans that are developmentally appropriate and linked to learner needs, geographical location, funding, size of school, diverse populations, and performance and instructional goals, showing ways to assess for learner progress, motivation, and safety.
6. Consult professional literature, colleagues, and other resources to develop as a professional.
7. Reflect on the appropriateness of program design relevant to the development of physically educated individuals.

VIII. FIELD-BASED EXPERIENCES COMPONENT

Students may teach part of their curricula to children in the public schools. This may occur both during class time and during certain pre-arranged time slots outside of class.

IX. INSTRUCTIONAL MATERIALS

Textbook:

Standards-Based Physical Education Curriculum Development, Jacalyn Lund & Deborah Tannehill, 2005, Jones and Bartlett

Additional Resources:

1. Designing the Physical Education Curriculum, An Achievement-Based Approach, Luke Kelly and Vincent Melograno, 2004, Human Kinetics.
2. Children Moving--A Reflective Approach to Teaching Physical Education, 5th edition, George Graham, Shirley Ann Holt/Hale, & Melissa Parker, 2001, Mayfield Publishing. (Elementary PE)
3. Instructional Strategies for Secondary School Physical Education, 5th edition, Joyce Harrison, Connie Blakemore, & Marilyn Buck, 2001, McGraw-Hill.
4. Dynamic Physical Education for Secondary Students, 4th edition, Paul Darst and Robert Pangrazi, 2002, Benjamin Cummings.
5. Teaching Middle School Physical Education: A Standards-Based Approach for grades 5-8, 2nd edition, Bonnie Mohnsen, 2003, Human Kinetics

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X. INSTRUCTIONAL PROCEDURES

The course will have a variety of instructional techniques, including lecture, audiovisual, cooperative activities, teaching assignments, case studies, hands-on problem solving, and outside assignments. Students will be responsible for accessing my web page for assignments, announcements, and information; reading assignments; participation in group discussions; and providing class assignments throughout the course. Assignments given to the class will have a due date, and students must turn in all assignments by the due date to receive credit.

XI. STUDENT PERFORMANCE ACTIVITIES

1. Absences/Attendance:

Attendance is required. Students are expected to attend each class, take notes and participate in class activities and discussions. Attendance will be a factor in determining grades and is particularly important in the development of positive professional behavior.

- You are allowed two (2) absences.
- For every absence thereafter, 10 POINTS WILL BE DEDUCTED from the total points.
- NOTE: In specific cases such as, such as university athletic competition and other extraordinary circumstances, students will be excused from class without penalty if the following occurs:
 1. Notification is made **prior** to the scheduled absence, except in the case of an emergency.
 2. A note from your athletic advisor/coach or a physician's note detailing dates of missed class(es)—this will come from Student Affairs. (Routine appointments--dental/doctor, etc.--do not count in this category.)
 3. Make-up assignments for excused absences must be submitted within 3 days of the missed class. YOU are responsible for obtaining the make-up assignments.

2. Late Policy:

When attending class, please be on time, and remain for the entire class period.

- If you arrive beyond the scheduled start time for class, you will be counted as late. Two late arrivals equal one missed class.
- If you leave class early (prior to being excused by the instructor) you will be counted absent.

3. Late Assignments:

Assignments must be turned in by the due date in order to receive credit (see grading worksheet).

Other student responsibilities:

1. All work should be typed, double-spaced

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2. It will be assumed that you have completed assigned reading prior to class.
3. Any evidence of academic misconduct shall be treated in accordance with university guidelines. *See section below.
4. No tobacco usage.
5. No food or drink in carpeted rooms.

*Academic Honesty/Academic Misconduct (NSU Catalog, page 74)

Academic misconduct includes cheating, plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the University and therefore is unacceptable and prohibited. Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head/college dean, Vice President for Academic Affairs or administrative supervisor. Students violating the standards of academic honesty are subject to disciplinary action including reduction of grade(s), paper, assignment, or project; a formal or informal reprimand at the professional, dean, or academic vice president level; expulsion from the class in which the violation occurred; or expulsion from the university.

Do not take this information lightly! If caught in any form of academic misconduct any and/or all of the above may occur!

XII. COURSE CONTENT/TIMETABLE FOR COMPLETING ASSIGNMENTS

Introduction/Syllabus

THE CURRICULUM PROCESS

Chapter 1—Introduction to Standards-Based Curriculum (Group Activity)

Chapter 2—Building a Quality Physical Education Program

Assignment #1—Personal Philosophy

Chapter 4—Teaching All Kids: Valuing Students Through Culturally Responsive and Inclusive Practice

Assignment #2-3: Setting Description & District Guiding Philosophy

CURRICULUM MODELS:

Model Assignment

Chapter 5—Cultural Studies Curriculum in Physical Activity and Sport

Chapter 6—Personal and Social Responsibility

Chapter 7—Adventure Education in Your Physical Education Program

Chapter 8—Outdoor Education

Chapter 9—Skill Theme Approach to Physical Education

Chapter 10—Teaching Games for Understanding

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Chapter 11—Sport Education: Authentic Sport Experiences

Chapter 12—Fitness Education

Begin Full Curriculum K-12 Assignments #4-14

KEEPING YOUR CURRICULUM DYNAMIC

Chapter 3—Assessment in Curriculum Development

Chapter 13—Evaluating Your Physical Education Curriculum (#15)

Chapter 14—It's Not Business as Usual

Final: Full Curriculum Notebook Due (Assignments #1-14)

The instructor reserves the right to make changes due to time limitations or other reasons, however, changes will be announced.

XIII. EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES

Total points from assignments, activities and examinations will equal total points.

Percentage breakdown is as follows:

A = 90% or higher

B = 89 - 80%

C = 79 - 70%

D = 69 - 60%

F = 59% & below

Students who fail to complete any part of the class may not receive a grade depending upon the instructor and the circumstances affecting performance. Students should feel free to meet and discuss with their instructor any question concerning the class or class record. (Grade complaints should be in writing).

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POINTS:

| | |
|--------------------------|----|
| Chapter 1 Group Activity | 5 |
| Model Type Assignment | 30 |

| | ASSIGNMENTS | Initial | Final | TOTAL |
|-----|---|---------|-------|-------------|
| 1. | Personal Philosophy 5/3/0 5/3/0 | | | |
| 2. | *Setting Description (<u>Contextual Factors</u>) 5/3/0 15/12/0 | | | |
| 3. | District Guiding Philosophy 5/3/0 5/3/0 | | | |
| 4. | Model Types 5/3/0 5/3/0 | | | |
| 5. | Standards Emphasis by Grade Level 5/3/0 5/3/0 | | | |
| 6. | Program Goals by Grade Level 5/3/0 10/8/0 | | | |
| 7. | % of Emphasis of Program Goals by Grade Level 5/3/0 20/16/0 | | | |
| 8. | K-12 Scope and Sequence 5/3/0 65/52/0 | | | |
| 9. | Time Estimates 5/3/0 10/8/0 | | | |
| 10. | Elementary Yearly Plan 5/3/0 108/86/0 | | | |
| 11. | Secondary Yearly Plan 5/3/0 108/86/0 | | | |
| 12. | *Unit Plan (<u>Learning Goals</u>) 5/3/0 12/10/0 | | | |
| 13. | *Unit Plan (<u>Assessment Plan</u>) 5/3/0 20/16/0 | | | |
| 14. | *Unit Plan (<u>Design for Instruction</u>) 5/3/0 18/14/0 | | | |
| 15. | *Unit Plan (<u>Analysis of Student Learning</u>) 5/3/0 12/10/0 | | | |
| 13. | *Elementary Lesson Plan x 2 (from Unit) 5/3/0 66/53/0 | | | |
| 14. | *Secondary Lesson Plan x 2 (from Unit) 5/3/0 66/53/0 | | | |
| 15. | Evaluation NA | | | |
| | (2 & 12-15 are preparation for the Learning Project in Full Internship—two other categories will be completed at that time--Instructional Decision-Making and Reflection/Self-Evaluation) | | | |
| | * = items with a rubric TOTAL (+Ch 1 Group 5 & Model 30) | 85 | 550 | *635 |

The bolded points are for the final notebook score. The non-bold scores are for the initial review by the instructor. *The instructor may make changes to the assignments/points due to varying factors.

The format for the score is: full points/late points/didn't turn in or did not complete successfully. Example: 5/3/0

If your work is on time, your scoring will start with a 5; if it is late it will start with a 3.

Tests {Models, Curriculum, Teaching} are authentic/performance based
Performance instruments/rubrics will be used to grade the major assignments.
Students will be given various extra credit opportunities through PEMM club. I accept up to 10 PEMM points.

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XIV. STUDENT EVALUATION OF THE COURSE AND INSTRUCTOR

At the conclusion of the semester, the students will have an opportunity to evaluate their instructor and the course. This will be done anonymously and will be used as a means to improve instruction, course content and the NSU professional education program. The suggestions, comments and/or criticisms from students will be taken seriously and hopefully will contribute to the improvement of the course and NSU's education program.

XV. CONTACT AND COMMUNICATION WITH INSTRUCTOR

Instructor: Dr. Vanessa Anton

Office: Gym 109

Office Hours: M/W 2:00-4:00; *T/Th 11:00-12:00; *F 10:00-12:00

Telephone: 918-444-3929 Main HHP Office 3950

E-mail: hardbarg@nsuok.edu

Web page: <http://arapaho.nsuok.edu/~anton/>

*As HPE intern coordinator, I may be out in the public schools periodically on these days seeing interns.

XVI. STUDENTS WITH DISABILITIES

If any member of the class feels that he/she has a disability and needs special accommodations, please advise the instructor of such disability and the desired accommodations at the first class attended.

XVII. INCLEMENT WEATHER AND DISASTER POLICY

The following are basic premises for the inclement weather policy at Northeastern State University:

Classes are expected to be held if at all possible. It is the students' responsibility to receive information when the weather is questionable. Faculty members are expected to hold classes if the University is not closed, unless the faculty is unable to arrive on campus. During the times of inclement weather, decisions concerning day classes will be made by 6:00 A.M. in order for the media to be notified and for students to receive the announcement before leaving home. Decisions concerning night classes will be made by 3:00 P.M.

The automated attendant message on 918-456-5511 will be modified to include information concerning campus operations during inclement weather.

The following media will be notified regarding closing of the campus:

Radio Stations:

KRMG 740 AM Tulsa
KAYI 107 FM Tulsa
KTLQ 1350 AM Tahlequah
KEOK 102 FM Tahlequah
KBIX 1490 AM Muskogee
KMMY 97 FM Muskogee
KVOO 1170 AM Tulsa

Television Stations:

KJRH Channel 2 Tulsa
KOTV Channel 6 Tulsa
KTUL Channel 8 Tulsa
KFSM Channel 5 Fort Smith
Cable Channel 96 Tahlequah