

HPE 577
Physical Education Curriculum Design
Syllabus

Instructor

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Office Hours

Monday 9-11
Tuesday 1-3
Thursday 10-11
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Course Overview

In many schools, PE curriculums have changed little over the past several decades. Today we know that approximately 2/3 of adults and 1/5 of teens are overweight or obese. In certain locations and among certain racial groups the figures are even more alarming. We have a health crisis and an obesity epidemic. Clearly, questions can be raised about the effectiveness of our school PE programs!

Simultaneously, schools are being pressured to be more effective in various academic areas. Some schools have responded to this pressure by allocating more time to those areas of the curriculum that are being measured. Time scheduled for physical education is under threat and in many school districts has been reduced.

Our challenge in this class is to think about what we should be teaching in physical education. What is appropriate for today's students in the environment in which you teach?

Specifically, the main goal of the class is to prepare you with the skills and knowledge necessary for designing and implementing physical education curriculums appropriate for the needs of students entering the 21st century.

Objectives

Upon completion of this course students will demonstrate competency in the following areas:

1. Knowledge of WA State educational reform and Essential Academic Learning Requirements (EALRs) in health and fitness (or knowledge of other State requirements if you are from out-of-state);
2. Knowledge of national PE standards;
3. Understanding of developmentally appropriate PE teaching practices;
4. Understanding of the ABC (Achievement Based Curriculum) planning process;
5. Ability to create a public school PE curriculum following the ABC planning process and to post this curriculum on a personal or school web site;
6. Ability to participate fully in online class discussions and information posting on Blackboard.

Course Content

As teachers of physical education and health education, you will sooner or later be involved in a review of your school district curriculum. The major goal of this class is to ensure that you are adequately prepared when this responsibility falls upon you. When teachers are unprepared the result is a process fraught with frustration that rarely ends in the desired outcome. My goal in this class is to show you how to succeed in curriculum design and give you the knowledge and skills to be able to ensure that in the schools in which you teach, public school physical education has an enduring future. Initially, you will be shown principles for designing a realistic curriculum. Together we will then proceed to draft many of the component parts of a curriculum tailored to meet the specific conditions of your school. The hope is that this course will give you the opportunity to apply some of the knowledge you gained in PE 561.

Resources

The main text for this class will be Kelly and Melograno's book, "Developing the physical education curriculum," published by Human Kinetics.

You also need access to a book entitled, "Moving Into the Future: National Standards for Physical Education (2nd Edition)," published by McGraw-Hill. It can be purchased through the NASPE Store, Amazon, or other online retailers. As the title suggests, this book provides the foundation for developing a curriculum based on national standards.

PE 561 Curriculum Trends in Physical Education provided you with a broad introduction to the variety of opportunities in curriculum planning. You might find the resources you used in 561 are helpful as you progress through this class. If you are currently teaching, you may already have some district curriculum resources. They may or may not be in an appropriate instructional format for practical use. Your task in this class will be to create some ready-to-use materials that are consistent with your school district philosophy, meet our State Essential Learnings (or your State requirements if you live outside WA State), and comply with national standards.

The Internet is a valuable source of curriculum information. PELINKS4U (<http://www.pelinks4u.org>) and PE Central (<http://pe.central.vt.edu/>) are good starting points when searching for information. A few schools and school districts have their entire curriculums online. If you subscribe to the NASPE-Talk newsgroup you will also have access to hundreds of practicing physical education teachers. As ideas occur, remember that you have almost immediate access to our class via email. I encourage you to share ideas and raise questions.

One of the main resources to bring to this class is an open mind, together with enthusiasm and creativity. Don't let past experiences or existing situations transform you into the type of person who always points out why things can't be done and therefore resists change. If we as physical educators don't change, PE may go the way of the dinosaurs!

Class Expectations & Policies

The following issues should be clearly understood by students:

1. Assignments are due on the scheduled date. It is important to keep to this schedule or risk falling behind. Because of the steps involved in developing a curriculum using the ABC model, meeting deadlines is especially important.
2. All curriculum assignments must be linked to your web site by the date indicated on the course guidelines. You will have opportunities to review and revise many of these materials prior to receiving a final grade. A final curriculum plan rubric will be available at a later date
3. I will be holding a weekly chat that begins at 8pm on Mondays. If there is not an interest in holding this chat, I will cancel it.

Evaluation

There will be several specific assignments and quizzes for which you will receive points based on your individual performance. These will be described in more detail as the course progresses.

A curriculum project will be completed for the end of the quarter. More details will be provided.

My hope is that everyone will contribute fully to the development of a curriculum that we can genuinely claim to represent "new" physical education teaching.

Please contact me if you ever have any questions or concerns. Shown below is an approximation of the proposed point distributions for the various class projects. It is possible that opportunities may be offered for bonus points.

I will be posting points on the Blackboard gradebook so that you can follow your progress throughout the class.

Task	Points
Quizzes - Periodic quizzes worth approximately 10-15 points each	50-100
Curriculum Project	100
Information Posting on Blackboard	50-100
Total (approx.)	200-300

Grading Scale

94-100% = A	74-76% = C
90-93% = A-	70-73% = C-
87-89% = B+	67-69% = D+
80-83% = B-	64-66% = D
84-86% = B	60-63% = D-
77-79% = C+	0-59% = F