SUNY Cortland  
Physical Education Department  
PED 621 - Curriculum Construction in Physical Education

Course Information:  
Credit Hours: 3.0  
Semester/Year:  
Location:  

Professor Information:  
Instructor:  
Phone:  
Office Location:  
Office Hours:  
E-Mail:  

Texts/Bibliographic Materials Required:  


Article Readings: As Assigned  

COURSE DESCRIPTION:  
(F) This course introduces the theory and principles of curriculum construction in elementary and secondary physical education. It will include the study of philosophies, curriculum models, educational models, educational objectives, activities, learning sequences, instruction, and curriculum evaluation in physical education. (3.0 cr. hrs)  

GENERAL COURSE OBJECTIVES:  
1. To identify principles and methods of curriculum construction in physical education and acquire an understanding of a functional approach to physical education curriculum planning and design. (NASPE: professional knowledge; CF: knowledge base)  
2. To study and explain different educational philosophies that impact physical education. (NASPE: professional knowledge; CF: knowledge base)  
3. To examine different curriculum development models. (NASPE: professional knowledge; CF: knowledge base)  
4. To acquire skills in curriculum evaluation and appraisal. (NASPE: professional knowledge; CF: knowledge base)  
5. To examine the impact of the Goals 2000 program and the role of authentic assessment, rubrics, and student portfolios in physical education. (NASPE: professional practice; CF: knowledge base)  
6. To explore the link between curriculum and effective teaching practices in physical education. (NASPE: professional practice; CF: knowledge base)  
7. To plan ways to implement the NASPE Standards and the New York State Learning Standards. (NASPE: professional knowledge; CF: knowledge base)  
8. To promote creative thinking, and exchange ideas regarding current physical education curriculum practices and problems. (NASPE: professional leadership; CF: professional commitments)  
9. To experience serving on a curriculum committee and chair a curriculum planning meeting. (NASPE: professional leadership; CF: professional commitments)  
10. To plan curriculum alignment K-12 through the design of an activity strand. (NASPE: professional practice; CF: knowledge base)
**COURSE REQUIREMENTS:**

I. **Curriculum Trend Paper and Presentation**
   Select one of the trends listed below or select a topic of your choice. The instructor's approval is required before beginning the paper. Prepare a typed, six page paper on your topic, using the APA format. Prepare and present this paper as a curriculum specialist. You will use this paper to conduct a twenty minute presentation for a school board (the class). Include both the theoretical background and practical examples of how the trend applies to elementary or secondary physical education. Explain how the trend should be integrated into the curriculum. You will be evaluated on the content of your paper, your presentation and your persuasive ability as a change agent. The format for the paper and presentation are the same and will be provided by the instructor.

**Suggested Topics:**
1. Grant Proposals/PEP Grants
2. Project Adventure: Low Elements/High Elements for Your Program
3. Plan for the Sport Education Model in your Curriculum
4. Martial Arts/EKP to Promote Character
5. Promoting Fitness through Project Superheart/SPARK/CATCH, etc.
6. Movement Education/Movement Themes in Elementary Physical Education
7. I Can and Adapted Physical Education
8. Extending the Curriculum into Preschool and Adult Populations
9. Adopting a Fitness Text Such as *Fitness for Life* for Secondary Physical Education
10. Sex Equity in the Curriculum - Project Team
11. Making Physical Education Interdisciplinary in Your School
12. Promoting Dance and the Arts in the Physical Education Curriculum
13. Linking Intramurals and the Physical Education Curriculum
15. President’s Council on Physical Fitness and Sports
16. Designing a Web Site for Your Physical Education Program
17. Brain Games and Basic Stuff
18. Creative Curriculum Ideas K-12 to Upgrade Your Program
19. The Hellison Model: Reaching Students at Risk and Teaching Social Responsibility
20. Time Allotments and Activity Emphasis: Moving to Block Scheduling
21. Assessment in Physical Education: Students, Teachers, Programs
22. Perceptual Motor Development Programs
23. Outdoor Pursuits: Sport Orienteering, Backpacking, etc.
24. Implement a Character Education Program
25. Plan for a Facility Renovation
26. Winter Activities: Cross Country Skiing, Snow Shoeing
27. Building an Adventure Playground
28. Building a Parcour for Your School
29. Designing or Improving a School Fitness/Wellness Center
30. Offering Your Students the FITNESSGRAM
31. Planning, Introducing and Using Physical Education Portfolios
32. Implementing the New York State Standards and the NASPE Standards for Physical Education
33. Implementing Authentic Assessments and Rubrics
34. Redesign and Improve Your School’s Physical Education Report Card
35. Bring Technology into Physical Education
36. Improving Adapted Physical through Alignment with APENS
37. Design an Interdisciplinary Program to Help Fight Obesity Among Youth in Your School District
38. Create an Advertisement Campaign to Promote Physical Education in Your School District
39. Implementing NYS-AHPERD Graduation Standards for Secondary Physical Education Programs
40. Using the Sport Report to Educate Parents Regarding the Educational Values/Virtues of Athletics
41. Designing a Fund Raising Campaign for Physical Education in Your District
II. Serve on a PED 621 Curriculum Committee

You will be assigned to serve as a contributing member on a curriculum committee composed of five to six students from this class. Assignment to a committee will be based on your subject interest and grade level preference. Your committee will meet six to eight times during the semester. Each meeting will be conducted for thirty minutes during regularly scheduled class time. You will be required to chair your committee at least once during the semester. Each curriculum committee will be responsible for constructing three curriculum projects including the following:

1) the creation of a philosophy statement & goals linked to the NASPE and New York State Learning Standards

2) the design of one K-12 activity strand with scope & sequence that demonstrates curriculum alignment

You will apply the principles of curriculum construction by serving on your PED 621 Curriculum Committee. This assignment will help you experience the decision making process, group management, and the group dynamics of serving on a curriculum committee. Class readings, notes, and handouts will aid and support the development of each project. The instructor will serve as a consultant to your committee. You will evaluate the performance of your curriculum committee at the end of the semester.

III. Analyze the Strengths and Weaknesses of Your Current Physical Education Curriculum

Evaluate your school’s physical education curriculum using a checklist of curriculum components, principles, objectives, and standards. The checklist will be provided by your instructor. You will assess the strengths and weaknesses of your curriculum and make recommendations for improvement. You will summarize your findings in a typed, three page, double spaced report in memo format. This memo must be suitable to send to the director of physical education, the principal, the director of curriculum and instruction and the superintendent of your school district. Students not currently employed as physical educators will be assigned to work with a physical education teacher in this class. This project will be conducted in small groups and will provide evidence of your ability to apply the principles of curriculum construction through service as a professional educator.

Attendance:
It is the policy of the College that regular class attendance is a basic requirement in all courses. If you anticipate having to miss a class it is your responsibility to inform the instructor ahead of time. An unexcused absence will result in lowering your final grade by two-thirds of a letter grade.

Evaluation:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Curriculum Analysis Memo</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum Trend Paper</td>
<td>25</td>
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<tr>
<td>Curriculum Trend Presentation</td>
<td>15</td>
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<tr>
<td>Quizzes (5 @ 5 points each)</td>
<td>25</td>
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<tr>
<td>Curriculum Committee Projects (Two @ 10 points each)</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>100</td>
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Grading Scale:

100 - 90 = A (range)
89 - 80 = B (range)
79 - 70 = C (range)
69 - 60 = D (range)
Academic Integrity Statement:
"Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course's policy on academic dishonesty will be a Web-based plagiarism detection service to which you will be required to submit all of the papers you write for this course."

Disability Statement:
SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.

Teacher Education Candidacy:
If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School’s associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

School of Professional Studies Deans’ Office:
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