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OFFICE OF THE PROVOST
DEC 22 2004
ROWAN UNIVERSITY

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM REQUIRED

SCC #04-05- 366

Deadlines
October 4, 2004 to be implemented Fall 2005 ~ February 14, 2005 to be implemented Spring 2006

PROPOSAL TITLE: K-12 Physical Education Curriculum and Instruction

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Sponsor(s): Dr. Peter Rattigan E-Mail: Rattigan@rowan.edu Ext: 3766
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DEPARTMENT: Health and Exercise Science

COLLEGE: College of Education

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences
 UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non gen-ed course
- Short-term non gen-ed course
- Minor curricular changes (fewer than three) to:
 - Existing non gen-ed course
 - Non gen-ed degree requirements
 - Major
 - Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: R. Fopeano Date: 9-30-04
Department Curriculum Chair: Shari Miller Date: 9-30-04
Academic Dean: Coral Sharp Date: _____

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/24/04 Approved Not Approved
COLLEGE CURRICULUM CHAIR: Christy Albin
Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 12/20/04
Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 12/23/04

Approved Not Approved

REGISTRAR
Date: 1/7/05 Course Description Received & Approved - Regis Taxonomy & Course #: _____
Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

TM 2/1/05

DB/B

Minor Curriculum Change Proposal

1. Details

- a. Change Requested: Change to catalogue description, Relationship to Conceptual Framework, and add an objective for 0835.232 – K-12 Physical Education Curriculum and Instruction

Catalogue Description

From: K-12 Physical Education Curriculum and Instruction is a critical junior level course designed to help prepare Health and Exercise Science majors to become successful physical education teachers in schools. Teacher candidates will develop expertise in curriculum construction, planning, instruction and evaluation in elementary, middle and high school.

To: K-12 Physical Education Curriculum and Instruction is a critical junior level course designed to help prepare Health and Exercise Science majors to become successful physical education teachers in schools. Teacher candidates will develop expertise in curriculum construction, planning, instruction and evaluation in elementary, middle and high school. **In developing this expertise, candidates will address the NJ Core Curriculum Content Standards for Comprehensive Health and Physical Education (Standards 2.1, 2.5 and 2.6).**

Relationship to Mission and Conceptual Framework

From: Built upon a general education in the biological, psychological and social sciences, this course focuses on effective instruction in physical education. All of the goals of the conceptual framework are cognitive components of the course. Students practice being an effective manager, communicator, decision maker/problem solver. Students advocate for cultural and/or learning diversity and are given opportunities to display scholarship in the areas of curriculum development and professionalism.

To: Built upon a general education in the biological, psychological and social sciences, this course focuses on effective instruction in physical education. All of the goals of the conceptual framework are cognitive components of the course. The theme of the Conceptual Framework, **Teachers as Creators and Members of Learning Communities, is an important strand of this course.** To a lesser degree students practice being an effective manager, communicator, decision maker/problem solver. Students advocate for cultural and/or learning diversity and are given opportunities to display scholarship in the areas of curriculum development and professionalism.

Objective

- Add:
1. apply instructional planning skills and knowledge of learning community by discussing how curriculum mandates can be addressed in a learning community; and by writing performance objectives, unit and lesson plans which reflect a variety of teaching, learning and assessment strategies and address the NJ Core Content Standards”.
 - b. Sponsors: Peter Rattigan, Ph.D., Assistant Professor, Health & Exercise Science (HES); Richard Fopeano, Ph. D., Chair, HES

2. Rationale

- a. Statement of need for change: The department of Health and Exercise Science began a revision process during the 2003-2004 academic year to align professional education courses with the New Jersey Administrative Code adopted in January 2004. This process has occurred alongside the evolution of the College of Education mission, revised in spring 2004, which recognizes teachers, students and pupils as members of learning communities.
- b. Statement of curricular effect: The refined focus of the course is expected to blend more effectively with courses in the core framework and with the other courses in the health and physical education teacher certification specialization.
- c. Changes in requirements of major or minor: none

3. Results of consultations

The following departments in the College of Education were consulted:

- Elementary/Early Childhood Education, Robin McBee, chair
- Reading , Cindi Hasit, chair
- Secondary Education/Foundations of Education, Holly Willett, chair
- Special Educational Services/Instruction, Sandra McHenry, chair

See Appendix for results of consultations.

ROWAN UNIVERSITY
College of Education
Department of Health and Exercise Science
Fall, 2005

Course Title: 0835.232 K-12 Physical Education Curriculum and Instruction 3 sh,
undergraduate

Required Text:

Option of the professor

Catalog Description:

K-12 Physical Education Curriculum and Instruction is a critical junior level course designed to help prepare Health and Exercise Science majors to become successful physical education teachers in schools. Teacher candidates will develop expertise in curriculum construction, planning, instruction and evaluation in elementary, middle and high school. In developing this expertise, teacher candidates will address the NJ Core Curriculum Content Standards for Comprehensive Health and Physical Education (Standards 2.1, 2.5 and 2.6).

Relationship to Mission and Conceptual Framework:

Built upon a general education in the biological, psychological and social sciences, this course focuses on effective instruction in health education. All of the goals of the conceptual framework are cognitive components of the course. The theme of the Conceptual Framework, Teachers as Creators and Members of Learning Communities, is an important strand of this course. To a lesser degree candidates practice being a classroom manager, effective educational communicator, decision maker/problem solver. In writing, they advocate for cultural and/or learning diversity and are given opportunities to display scholarship in the areas of curriculum development and professionalism. All three aspects of the Rowan mission are promoted in this course.

Prerequisites: 0835.453 Foundations of Health & Physical Education

Objectives of the Course:

1. Write a paragraph describing how one's philosophy determine curriculum selection and teaching behavior.
2. Design a persuasive rational for required K-12 Physical Education.

II. Planning

- A. General objectives of education
- B. Rational, Aims Goals objectives of K-12 physical education
- C. Developing long range, specific and behavioral objectives
- D. Planning the learning experience
- E. Strategies for maintaining a positive learning environment.

III. Curriculum

- A. Selecting a curriculum model and supporting rationale
- B. K-12 curricular scope, sequence and depth
- C. Elementary school curriculum
- D. Middle school curriculum
- E. High school curriculum
- F. Fundamental movement through advanced skills and techniques
- G. Cognitive development (anatomy, physiology, biomechanics fitness and wellness, myths, equipment, skills strategies etc.)
- H. Adventure, cooperative and action education
- I. Place of games, sports dance and other activities

IV. The Learning Experience

- A. Teacher behavior
- B. Teaching Strategies, methods and techniques
- C. Command to discovery
- D. Concrete vs. abstract learning
- E. Classroom management
- F. Infusing technology into the learning experience
- G. Characteristics of the effective teacher
- H. Integrating subject matter

V. Evaluation

- A. Accessing entry skills
- B. Evaluation of knowledge, skill interest and attitudes
- C. Outcome analysis
- D. Evaluations of lessons, unit plans and yearly plans
- E. Self evaluation

Instructional Techniques

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Exploration
- E. Guided practice
- F. Question and answer

3. Demonstrate an aptitude to write well stated goals and general objectives in the various curricular areas and at different grade levels.
4. Write well stated behavioral objectives in the cognitive, affective and psychomotor domains.
5. Describe the K-12 physical education curriculum in terms of scope sequence and depth.
6. Demonstrate knowledge of appropriate curriculum by developing a functional K-12 scope and sequence chart.
7. Design suitable learning experiences in the form of practical unit and lesson plans.
8. Demonstrate mastery of terminology that is unique to teaching physical education in the schools.
9. Analyze various forms of teaching behavior that will exert a positive effect on children and create a wholesome learning environment.
10. Develop a list of successful methodologies that are appropriate for use in school physical education programs.
11. Link principles of learning to teaching physical education in schools.
12. Show how technology can be effectively used in the physical education classroom and gymnasium.
13. Describe the functions of evaluation in teaching K-12 physical education.
14. Demonstrate the relationship between planning and meeting student objectives through the development of appropriate learning experiences.
15. Develop an efficacious curricular model that will support the realization of the State Core Content Standards at the elementary, junior and high school levels.
16. Explore means of engaging different cultures in physical education classes.
17. Examine successful teaching of special populations in physical education.
18. Discuss concepts of negligence and other legal terminology as it applies to teaching physical education.
19. Develop and present a unit plan which incorporates management considerations, assessment design, and advanced knowledge of content and delivery methods in order to demonstrate advanced instructional planning and collaborative skills and learning community dispositions.

Topical Outline:

- I. Introduction
 - A. Orientation and class organization
 - B. History, philosophy and foundations of physical education
 - C. Needs interests and characteristics of the K-12 child

- G. Reciprocal instruction
- H. Audiovisual aids
- I. Presentation
- J. Projects

Evaluation and Grading Procedures

- A. Participation
- B. Written examinations
- C. Written assignments
- D. Class presentations

Course Evaluation

- A. Student evaluations
- B. Peer observations
- C. Review by department curriculum committee

Bibliography

- American Alliance for Health, Physical Education, Recreation & Dance (2005). *Physical education for lifelong fitness: The physical best teacher's guide*. Champaign, IL: Human Kinetics.
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- Hellison, D. (1995). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.
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- Jewitt, A., Bain, L., & Ennis, C. (1995). *The curriculum process in physical education* (Second ed.). Boston: WCB/McGraw-Hill
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- Lund, J. (2000). *Creating rubrics for physical education (NASPE Assessment Series)*. Reston, VA: National Association for Sport and Physical Education.
- Melograno, V. (1998). *Professional and student portfolios for physical education*. Champaign, IL: Human Kinetics.
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- Metzler, M. (2000). *Instructional models for physical education*. San Francisco: Benjamin-Cummings.
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Journals

Educational Leadership
Journal of Physical Education, Recreation and Dance
Journal of Teaching in Physical Education
Strategies
Teaching Elementary Physical Education