

Bemidji State University

PHED 4400: Curriculum and Assessment in Physical Education

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Focus on the curricular process and it's evaluation to determine if the curriculum is meeting community and individual student needs. A second focus will be on assessment goals, objectives and outcomes of the cognitive, affective and motor aspects of physical education. Prerequisites: PHED 2100, PHED 3200, and PHED 3300 or consent of instructor.

B. COURSE EFFECTIVE DATES: 08/22/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Bicycling Skills
2. Body Mass Index
3. Developing Performance-Based Assessments
4. Effective Grading in PE
5. Fitnessgram
6. K-12 Physical Education Curricular Models
7. Mile Run
8. Physical Fitness Assessment Programs
9. Pull-up, Pacer, 90 \angle Push-up, Curl up, Trunk Lift, & Modified Pull-up
10. Rubrics
11. Scope & sequence K-5, 6-8, 9-12
12. Shuttle Run, Curl-up, Partial Curl-up, V Sit & Reach, Sit & Reach
13. Walk test, Flexed Arm Hang, Shoulder Stretch, Back Saver Sit & Reach

D. LEARNING OUTCOMES (General)

1. demonstrate knowledge of department of physical education mission statements and how they guide K-12 physical education programs
2. demonstrate the ability to reflect on personal dispositions, knowledge, & performance levels as related to beginning physical education standards.
3. demonstrate the ability to create a computer-generated instructional handout for teachers of the assigned Fitnessgram assessment
4. demonstrate the ability to administer the Fitnessgram assessment module to K-12 students.
5. demonstrate the ability to develop assessments that measure the cognitive, affective, psychomotor, and fitness domains.
6. create a computer-generated recording form & administer an authentic skill assessment with a scoring rubric.
7. develop a two-week unit plan for secondary physical education on an activity or sport that takes into account individual differences and needs, such as skill level, reading level, developmental level.
8. create a two-week computer-generated unit plan that follows the 5-step planning process for performance based assessment & includes all components outlined in the process.
9. demonstrate knowledge of how the teaching/learning process relates to the physical, social, emotional, moral, cognitive, and fitness domains of physical education.
10. demonstrate knowledge of the scope & sequence of various K-12 physical education curricular models.
11. demonstrate knowledge of the Fitnessgram assessment module & Activitygram assessment module.
12. demonstrate knowledge of how business and community organizations work as active partners in creating educational opportunities.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted