

# 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