

COURSE TITLE: STANDARDS BASED PHYSICAL EDUCATION

WA CLOCK HRS: 50

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

OREGON PDUs: 50

PENNSYLVANIA ACT 48: 50

INSTRUCTOR: Kimberly Carter
bkcarter13@msn.com

COURSE DESCRIPTION:

What does a Standard's Based Curriculum look like in the physical education classroom? This course was designed to assist K-12 educators to understand, develop and create their standards-based curriculum.

After exploring the definition and purpose of a standards-based curriculum, this course will begin designing a standards-based PE curriculum by developing goals based on sound philosophy and reflecting a teacher's own beliefs and values.

During this course, participants will also explore assessment and the importance of documenting how PE students progress toward achieving the standards. When taking this course, you will learn how to provide all students with opportunities to achieve their learning goals through challenging and motivating choices.

The required text, by Jacalyn Lund and Deborah Tannerhill, *Standards-Based Physical Education Curriculum Development, Third edition*, is available used from Amazon for about \$54.00

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Become familiar with what a standards-based curriculum should look like.
2. Learn how standards based grading differs from traditional grading.
3. Have an understanding of how to build a quality physical education program.
4. Have explored ways of evaluating and assessing their current physical education curriculum.
5. Be able to understand the role of performance-based assessments.
6. Identify the components of appropriate standards-based assessment.
7. Have the opportunity to know what it means to suggest that a program "stands for something."

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This

information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

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MATERIALS FEE

\$54 for the required text purchased used from Amazon. It can be sold back to Amazon upon completion for about \$35. The text is also available from other booksellers, and at some local and school libraries.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1: Introduce yourself

Introduce yourself with a 250 – 500 word background statement that includes the following:

- Describe your current professional situation.
- List your anticipated outcomes for taking this course.

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read 'Standards Based #1

Assignment #2: What is standards-based curriculum?

Read Chapter 1 in *Standards-Based Physical Education Curriculum Development*. Write a 500 – 750 word response to the following questions.

- What is standards-based curriculum?
- How does standards-based curriculum differ from traditional curriculum?
- What role does assessment play in a standards-based curriculum?

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read 'Standards Based #2

Assignment #3: Content vs. performance standards

Read Chapter #2 in *Standards-Based Physical Education Curriculum Development*. Write a 500 – 750 word response to the following questions.

- What are the distinctions between content standards and performance standards?
- In what ways does the similarity of stated standards/aims for physical education across different countries result in a shared consideration of appropriate main theme curriculum models?

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read 'Standards Based #3

Assignment #4: The implications of standards

Read Chapter #3 in *Standards-Based Physical Education Curriculum Development*.

Write a 500 – 750 word response to the following questions.

- When we “unpack the standards” what are we doing and what are the implications?
- How are a teacher’s values and expectations for student learning linked to the standards?
- What does it mean to suggest that a program “stands for something important” in the curriculum development process?

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read ‘Standards Based #4’

Assignment #5: PE Survey

- Create a physical education survey to use in your own class. Use the survey on page 93 as an example.
- Send a report on why you feel this survey will help you be more creative in your curriculum design.

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read ‘Standards Based #5.’

Assignment #6: Performance-based assessment

- Try 2 methods of performance-based assessment that are new to you.
- Give quick feedback on how the assessment worked for you.
- Report on results in 250 – 500 words.

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read ‘Standards Based #6.’

Assignment #7: Scope & sequence of learning

Read Chapter #4 in *Standards-Based Physical Education Curriculum Development*. Write a 500 – 750 word response to the following questions.

- What is the relationship between enjoyment and learning?
- What scheduling options are available to provide sufficient time for learners to interact with physical education content?
- How might scope and sequence be viewed differently when teaching towards standards?

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read: ‘Standards Based #7’

Assignment #8: Assessments

- List 4 assessments for learning.
- Explain how you would use these in your classroom.
- Submit assignment to instructor.

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read: ‘Standards Based #8’

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher’s summer classroom in session.

Assignment #9: Administer survey

- Using the physical education survey you created in Lesson #5, give the survey to a class of physical education students.
- Submit a 250 – 500 word summary of the findings.

Send to instructor in PDF format: bkcarter13@msn.com Subject line to read ‘Standards Based #9’

Assignment #10: Create rubric

- Create a rubric for a performance-based assessment in physical education.
- Submit a 250 word summary of how you plan on using this rubric in your classroom.

Send to instructor: bkcarter13@msn.com Subject line to read 'Standards Based #10

Assignment #11: Adapt or create a lesson

Assignment #11A:

- Adapt a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library [here](http://www.hol.edu/lesson-plan-library). (www.hol.edu/lesson-plan-library)
- Sample of Lesson Plan Template can be found at <https://www.hol.edu/about/lesson-template/>
- Send your modified lesson and your commentary via email to your instructor.
- **Send to instructor:** bkcarter13@msn.com Subject line to read 'Standards Based #11-A

OR

Assignment #11B:

Use this option if you do not have a classroom available.

- Adapt a lesson to reflect what you've learned in this course. (Do not implement it.)
- Share what you've learned with other teachers taking our courses by contributing your Lesson to The Heritage Institute Lesson Library [here](http://www.hol.edu/lesson-plan-library).
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](http://www.hol.edu/blog) (www.hol.edu/blog) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Renee Leon, renee@hol.edu, THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your modified lesson along with your article via email to your instructor.
- **Send to instructor:** bkcarter13@msn.com Subject line to read 'Standards Based #11-B

Assignment #12: (500 Level ONLY)

500 LEVEL ASSIGNMENT

Assignment #12:

In addition to the 400 level assignments, complete **ONE** of the following:

Assignment #12-A

- Describe in 500 – 750 words what your district's policy is for standards based grading for Health and Fitness.
- Do you agree with their policy, why or why not?

Send to instructor via email: bkcarter13@msn.com. Subject line to read 'Standards Based #12-A'

OR

Assignment #12-B

Interview another educator about the class you are taking.

Talk to them regarding their perspective and thoughts on the topic you are studying.

To document completion of this assignment, include the following:

- The date of the conversation
- To whom you spoke
- Why you chose this person

- A 500 – 750 word summary highlighting key points of your conversation

Send to instructor via email: bkcarter13@msn.com Subject line to read 'Standards Based #12-B'

OR

Assignment #12-C

Another assignment of your own design with the instructor's prior approval.

Send to instructor via email: bkcarter13@msn.com. Subject line to read 'Standards Based #12-C'.

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Kim Carter, M.Ed., received her Health and Fitness Degree from Central Washington University in 1987 and received a Masters in Curriculum and Instruction from City University in 1994.

Since 1994 she has taught in both the elementary and middle school Health and Fitness settings. Kim knows the importance of creating a positive, active and creative teaching environment for her students.

She is currently teaching Health and Fitness at the middle school level. Kim enjoys spending time gardening, mountain bike riding, paddle boarding, hiking, snowshoeing and all outdoor activities.

Visit [Kim's Website](#).

BIBLIOGRAPHY

STANDARDS BASED PHYSICAL EDUCATION

Joanne M. Landy and Maxwell J. Landy, *Ready-to-Use P.E. Activities for Grades 7-9*. Paperback, 438 pages, ISBN 0-13-673062-0. The CPEP curriculum gives special attention to social interaction and the improvement of self-concepts, cooperation and sportsmanship with a strong emphasis on fitness and skill development, and the acquisition of fundamentals through conceptual learning. It will help you create enjoyable, success-oriented P.E. experiences that reach every one of your students, including the special needs child.

Jacalyn Lund and Deborah Tannerhill, *Standards-Based Physical Education Curriculum Development*. 2nd Edition, paperback, 422 pages, ISBN 978-1-284-03419-6. This book teaches students about writing curriculum in conjunction with the National Association of Sport and Physical Education Standards for K-12 physical education. The text is written by recognized curriculum experts who have specific experience designing and implementing the standards discussed.

Jacalyn Lea Lund and Mary Fortman Kirk, *Performance-Based Assessment for Middle and High School Physical Education*. Paperback, 278 pages, ISBN 13-978-0-7360-8360-7. This book breaks down the complex topic of assessments and shows you how to develop assessments that will help you and your students work together to enhance the instructional process in physical education.

Bonnie S. Mohnsen, *Teaching Middle School Physical Education*. Paperback, 350 pages, ISBN 0-88011-513-0. This comprehensive guide gives you a blueprint for designing a quality middle school physical education program. It describes how to create a program that addresses the specific need and capabilities of middle school students while helping them through the transition from childhood to your adulthood.