Term Information

Effective Term: Autumn 2013

General Information

Course Bulletin Listing/Subject Area: Education: Phys Actvty & Ed Svc
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5709
Course Title: Schools, Curriculum and Physical Education
Transcript Abbreviation: Curr Sch PE
Course Description: This course examines the role of physical education within the social, historical, and philosophical foundations of education in the United States. We examine curriculum as a mechanism for the operationalization of different educational values and philosophies both as a theoretical exercise and as practice.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: 2601; 3520; 3302; 2305
Exclusions:

Cross-Listings

Cross-Listings: na

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Baccalaureate Course
Intended Rank: Junior, Senior, Masters, Doctoral, Professional
Quarters to Semesters

Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses

List the current courses by number and title that are to be subsumed into proposed course

EDU PL 3206 school and society and EDU PAES 709 curriculum and instruction

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• critically analyze the relationship between school and society from both a macro- and a micro-level of analysis.
• examine and discuss the current state of physical education in public schools in the USA relative to general education and physical education reform documents
• investigate and report on the characteristics of students enrolled in P-12 education.
• examine and critique through discussion curriculum issues in physical education engage as participant in selected curriculum models
• differentiate and assess the educational goals of major curriculum models on physical education
• describe selected curriculum models used in elementary and secondary physical education defining the concepts, purposes, outcomes, pedagogy, and the assumptions that underlie their frameworks
• state and rationalize their personal philosophy relative to physical education
• demonstrate an understanding of curriculum implementation by designing a three grade level curriculum for a specific K-12 site aligned with the state of Ohio standards for physical education

Content Topic List

• What assumptions underlie the purpose of education?
• Debates about contemporary schools?
• Purposes of schooling
• How to create good practice
• The characteristics of children and youth in today’s school?
• Where does Physical Education fit into the purpose and profession of education?
• Curriculum issues in physical education
• Sport Education
• Fitness for Life
• Adventure Education

Attachments

• PAES 5709 Syllabus 2013.docx: 5709 syllabus

(Syllabus. Owner: Ward, Phillip C)

Comments
### Workflow Information

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<td>08/27/2012 08:45 PM</td>
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Rationale for the Course:
This course examines the role of physical education within the social, historical, and philosophical foundations of education in the United States. We examine curriculum as a mechanism for the operationalization of different educational values and philosophies both as a theoretical exercise and as practice.

Course Objectives:
Students will:
1. critically analyze the relationship between school and society from both a macro- and a micro-level of analysis.
2. examine and discuss the current state of physical education in public schools in the USA relative to general education and physical education reform documents.
3. investigate and report on the characteristics of students enrolled in P-12 education.
4. examine and critique through discussion curriculum issues in physical education engage as participant in selected curriculum models
5. differentiate and assess the educational goals of major curriculum models on physical education.
6. describe selected curriculum models used in elementary and secondary physical education defining the concepts, purposes, outcomes, pedagogy, and the assumptions that underlie their frameworks.
7. state and rationalize their personal philosophy relative to physical education.
8. demonstrate an understanding of curriculum implementation by designing a three grade level curriculum for a specific K-12 site aligned with the state of Ohio standards for physical education.
Grading:
The grading contingencies described below are based on total points earned throughout the quarter and reflect the assessments described above.

A   = 91% and above     C   = 73-75%
A-  = 88-90%             C-  = 70-72%
B+  = 85-87%             D+  = 67-69%
B   = 82-84%             D   = 64-66%
B-  = 79-81%             D-  = 60-63%
C+  = 76-78%             E   = 59% and below

Readings:
- Reading packet at SBX, Longs and OSU Bookstore
- Readings on Carmen

Class Schedule

Week 1 What assumptions underlie the purpose of education?
- No readings

Week 2 Debates about contemporary schools?
- Deborah Meier and critics, Will Standards Save Public Education. [RT]

Week 3 Purposes of schooling

Critical thinking:

Liberal education:

Growth:

Week 4 Purposes of schooling

Economic purposes:
Citizenship and social purposes

Social Justice

Background:

**Week 5 How to create good practice**

**Markets**

**States**

**Professions**

**Accountability**

**Communities**

**Hybrids**
- Finn, Jr., Chester. “Real Accountability in K-12 Education: The Marriage of Ted and Alice.”

**Week 6 The characteristics of children and youth in today’s school?**
- Research reports

**Week 7 Mid term exam.**

**Week 8 Where does Physical Education fit into the purpose and profession of education?**
- Hodges Kulinna, P., & Krause, J. (2001). Teaching students to achieve and maintain a health-enhancing level of physical fitness. Journal of Physical Education, Recreation and Dance, 72(8), 30-33

Week 9 Curriculum issues in physical education

Week 10 Sport Education

Week 11 Sport Education

Week 12 Adventure Education

Week 13 Adventure Education

Week 14 Fitness for Life

Week 15 Fitness for Life
- Online curriculum materials

Week 16 Final Exam

Schedule and Description of Assignments and Exams

Due: Week 3. 10%
Values Investigation (2 single-spaced pages in first person voice) Early in the course, you will read and consider some introductory material about (a) the relationship between schools and American society, (b) the purposes of schooling in America, (c) the different aims of schooling from traditional and progressive perspectives, (d) an understanding of “values” and those ensured by education, and (e) a survey of your values and their priority within the schools. After considering this material, and from your unique and informed perspective, you will write a paper describing your reasoned recommendations for the overarching purpose of education in American society, and the set of values (each described) you determine most worthy for teaching and learning within the schools. In essence, your paper will answer the question, “What should be the most vital concerns for education in America? With what should education concern itself at all times?”

Due: Week 4 15%
Law & the Schools Power Point for Target Audience (group presentation to class)
Working in a small group with 4 of your peers, you will research the case law concerning American schools and preserving the civil rights of students, parents, and teachers (see Reader for initial materials). In your group, you will adopt a particular perspective, that of:
Group 1: Students
Group 2: Teachers & Administrators
Group 3: Religious Groups
Group 4: Women, Immigrants, the Disabled, and the Poor (i.e., excluded “minorities”)
Group 5: The American Public, citizens-at-large
Each group will create and then present a Power Point presentation during seminar. Your presentation should summarize the important case law in understandable terms in the form of advice to your target audience (folks sharing your perspective). In your presentation, you should respond to the following question from your audience: “Concerning education and our civil rights, what gains or losses have we experienced through the courts? What advice can you offer our group in terms of current action or future planning to further our well-being in America’s schools?” Review of your collaborative work will include the following criteria: (a) clarity, (b) accuracy, (c) appropriateness/value, and (d) aesthetics. In addition, group members will comment on the contributions of others in the group. Supreme Court Nominee Position Paper (2 single-spaced pages reasoning position in first person voice) After an introduction to the composition and balance of the United States Supreme Court and your preliminary research concerning the new Associate Justice to the Court; and in light of the sensitive political issues identified in class and your review of your U.S. Senators’ positions on the Alito nomination, you will respond to the following questions: “In what ways is the Supreme Court and its composition significant for
American education?” Based on what you learn during the confirmation process, “Do you agree with your senators’ votes and rationales for deciding to confirm or reject Judge Samuel Alito as the next associate justice of the Supreme Court?” You may use the resources you accessed in your research to help you compose your written response to this question.

Due Week 6. 10% [Undergraduate students only]
What are the characteristics of children and youth in today’s schools?
Task:
In groups of 5 plan and present to the class a summary of the major considerations in answering the question you have chosen.
- The presentations should be 15 minutes in duration.
- I encourage the use of a pre-assessment?
- Do not stray into other group’s areas.
- How to research the topic:
  - Refer to textbooks on the topic.

Finding information on a topic

- Use resources from your undergraduate classes such as textbook in motor and psychological development.
- Do a literature search on the topic using the library search engines such as (Science Citation index or Psych Lit). You can find these on line at: http://www.lib.ohio-state.edu/ click on “by title” and select either search (or other).
- Please do not rely on the internet for all your information, but it is occur to use authoritative sites such as the American Medical Association or the associations of various disciplines (e.g., early childhood, psychology).

Topics
1. What are the physical, social and intellectual characteristics of children in early elementary (K-2) in today’s schools? (See Payne, G., Isaacs, L.D. Human motor development: A lifespan approach)
3. What are the physical, social and intellectual characteristics of children in Middle School (6-8) in today’s schools? (See http://www.education.nsula.edu/msol/students, Payne, G., Isaacs, L.D. Human motor development: A lifespan approach, and http://www.aacap.org/info_families/index.htm)
4. What are the physical, social and intellectual characteristics of children in High School (9-12) in today’s schools? (See http://www.aacap.org/info_families/index.htm)
Occurring week 7  
Midterm Examination (25%)  
The midterm exam follows our discussions of values and philosophical orientations. The principal aim of the midterm is to critically explore the differences between Traditional and Progressive values and their enactment in the schools. Questions will ask you to consider the ways in which Progressive education challenges Traditional education reform. *Guidelines will be distributed and discussed in class as we get closer to the midterm

Due week 9.  
Personal Philosophy Paper (5%)  
This paper is designed to help you refine and articulate a well reasoned personal philosophy. Your paper should be a minimum of 4 and no more than 5 double-spaced, typed pages. Keep in mind that this paper is to reflect your philosophy and should therefore be thoughtfully prepared. Please make sure that the paper is spell checked, proof read, and error free prior to submission.  
Your task  
Develop and present a paper to the class explaining your personal philosophy. In writing this paper you should answer the general questions listed below but you should also go beyond these questions and describe your characteristics of your philosophy not included in the questions. Be sure that you provide a rationale for the positions that you take. The rationale should be to the point and succinct rather than lengthy. The following questions should be addressed in the paper.  
➢ What is the role of physical education in society and in education in particular?  
➢ What is your personal definition of physical education?  
➢ What outcomes are to be gained from a well conceived and implemented physical education program?  
➢ What types of activities should make up a physical education program?  
➢ What beliefs do you have regarding issues of diversity, equity, and disability in physical education?

Due week 15 [15%]  
Design a 20 day Unit. Details provided in class.

Occurring Week 16.  
1. Final Exam [20%]  
I will provide you with a list of 40 concepts used in this course. From this list I will select 25 to be answered in the final exam. More details in class.

2. History of American Education Timeline [Graduate Students only]  
Using the readings and any supplemental materials you choose to employ, you should create a general timeline of the major events, decisions, etc. in American public schooling. Your timeline should be visual; it can be presented via paper/artistic format (i.e., posters) or it can be created electronically. The timeline should include a brief descriptive detail about the events you include. You should be prepared to explain the rationale behind the inclusion or exclusion of specific events to me.
**Diversity:** The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Statement of Student Rights:** If you have a documented disability which may require special accommodations please make an appointment to see me as early in the quarter as possible in order to receive effective and timely accommodations.

**Academic Misconduct:**
You are expected to behave in accordance with the Student Code while enrolled in this course. Examples of student misconduct include, but are not limited to, use of unauthorized materials during testing; receiving/providing answers from/for others during testing; submitting written reflections for an observation that is not an accurate reflection of your observation or does not represent an observation you completed; claiming as your own, the written work of others; and plagiarizing from the literature without referencing. These are some examples of academic misconduct. All instances of academic misconduct will be reported and dealt with according to the procedures outlined by the University Committee on Academic Misconduct.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor.” Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.