

*George Mason University*  
*M.Ed in Curriculum and Instruction with a Physical Education Concentration*  
PHED 672 - CURRICULUM DEVELOPMENT AND ASSESSMENT  
IN PHYSICAL EDUCATION

Spring 2009

DAY/TIME: M 4:30 – 7:10                      LOCATION: PW Campus - BRH 246  
PROFESSOR: Dr. Dominique Banville  
OFFICE LOCATION: Bull Run Hall Rm 201C      OFFICE HOURS: M-W 12:30 – 1:00 pm  
PHONE NUMBER: 703-993-3579  
EMAIL ADDRESS: dbanvill@gmu.edu              FAX NUMBER: 703-993-2025

PREREQUISITES: None

**COURSE DESCRIPTION:**

This course is designed for teachers currently working in the school system. The purpose of the course is to provide students with knowledge about various curriculum models and assessment strategies that reflect appropriate practices in a standard-based physical education program. Curriculum models such as Sport Education, Adventure Education, Teaching Game for Understanding will be studied through theoretical and professional readings that convey research results and practitioners' experience with the models. Traditional and alternative forms of assessment such as rubric development will be linked with the various curricula.

**COURSE OBJECTIVES**

As a result of PHED 672, practitioners will be able to:

- Explain the rationale and major components of the curriculum models discussed in class;
- Discuss the role of values on the selection and implementation of curricula;
- Explain how ethnicity/race, gender, religions, social class and other relevant diversity issues impact curriculum development and implementation;
- Discuss critical issues in curriculum development and evaluation;
- Implement a curriculum model into their practice;
- Analyze and evaluate curriculum-related and assessment-related research articles;
- Explain the role of different assessment strategies;
- Explain the importance of having assessment strategies that are valid and reliable;
- Implement a variety of assessment strategies that appropriate for a specific curriculum model;
- Collect objective data to systematically and critically reflect on their practice;
- Implement a reflective practice process in their practice to determine growth.

**COURSE OVERVIEW**

Through readings, lectures, projects, and experimentation, students will learn about different ways of designing curriculum and assess student learning. Students are held to the standards of the George Mason University Honor Code. Students are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

**REQUIRED TEXTS**

- Lund, J. (2000). *Creating Rubrics for Physical Education*. Reston, VA: National Association for Sport and Physical Education.
- Lund, J., & Tannehill, D. (2005). *Standards-Based Physical Education Curriculum Development*. Sudbury, MA: Jones and Bartlett Publishers.

**RELATED RESOURCES**

American Psychological Association. (2001). Publication manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

**COURSE REQUIREMENTS**

<b><u>Class Participation Assignments (5)</u></b>	20 pts
<b><u>Projects</u></b>	
#1 Analysis of current curriculum and assessment procedures	10 pts
#2 Unit Plan for future usage	25 pts
#3 Unit Plan for immediate implementation	35 pts
<b><u>Reaction Papers</u></b>	
#1 Assessment of Learning	5 pts
#2 Teaching all Students	5 pts

**EVALUATION CRITERIA**

Criteria for evaluation includes attendance in class, active participation in class, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice. All written work should be carefully edited for standard grammar and punctuation, as well as clarity of thought. With the exception of journal entries, all submitted work should be prepared through word processing and reflect APA-style (5<sup>th</sup> edition).

**GRADING SCALE**

97 – 100= A+	93 – 96 =A	90 – 92= A-	87 - 89=B+	83 - 86=B	80 – 82= B-
77 – 79=C+	73 – 76=C	70 – 72=C-	60 – 69=D	<60 = F	

**ATTENDANCE POLICY**

In accordance with the GMU Attendance Policies (University catalog, 2007-2008 p.35), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

**The following scale will be used**

- one (1) absence is permitted
- Two (2) “tardies”\*= 1 absence
- Two (2) “early departures”\* = 1 absence
- 2 – 3 absences = 3 grade points
- 4 absences or more = 7 grade points

**TENTATIVE** COURSE OUTLINE

Week	Topic	Readings/Assignment
1- Jan 25	Course Introduction, Assignments, Introduction to Standards-Based Curriculum Development.	
2- Feb 1	Building a quality physical Education Program Brief intro of all the curriculum models.	<b>Complete the Value Orientation Inventory.</b> Read Lund & Tannehill (L&T), Chapter 2; and article by Chen & Ennis, 1996; CPA 02/01/10
3- Feb 8		Due: Project #1
4- Feb 15	Assessment in Curriculum Development.	Read L&T Chapter 3; Lund (2000). CPA 02/15/10; <b>Bring sample of current assessment tools regularly used in your classes;</b>
5- Feb 22		Due: Reaction Paper #1: Assessment of Learning
6- Mar 1	Curriculum development and assessment at the elementary level	Read L&T Chapters 7, 9, and related readings; CPA 03/01/10.
7- Mar 8	SPRING BREAK MASON	
8- Mar 15	Curriculum development and assessment at the secondary level	Read L&T Chapters 10, 11, 12; CPA 03/08/10.
9- Mar 22		Due: Project #2
10- Mar 29	SPRING BREAK FCPS	
11- Apr 5	Sport Education in Action – FX Campus	
12- Apr 12	Social Justice in the Curriculum	Due: Reaction Paper #2: Teaching all Students
13- Apr 19		L&T Chapter 4, Hustlar (1981), Napper-Owen, Kovar, & Ermler, (1999); CPA 04/19/10
14- Apr 26		
15- May 3	Final Presentation of Project and overview of all models and assessment procedures.	Due Project #3; Power point presentations of Individual Project.



- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester [See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>

