

Course Syllabus

High School Physical Education: Putting National Standards Into Action

EDMA 252
Drake University
School of Education
Des Moines, IA

Term: Spring
Course Dates:
3 Credit Hours

Instructor: Lori Cory
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Course Description

High School Physical Education: Putting National Standards into Action will walk you through the steps needed to revise and enhance your PE curriculum to make it more fitness based. In this course, you will have the opportunity to observe a variety of fitness based activities and learn about the brain research that supports them. You will review significant evidence related to the connection between physical activity and academic achievement and you will explore each of the national standards in detail. You will receive guidance as to how each standard can be applied in your program and will also explore ways to implement technology in your PE curriculum. By the end of the course you will have a clearly defined vision for your program and a revised curriculum that will help your students become productive, healthy citizens!

This course will be delivered online using the Blackboard learning management system and will be broken down into several components of study/analysis:

1. Text readings from *Spark: The Revolutionary New Science of Exercise and the Brain* by Dr. John J. Ratey and *National Standards and Grade-Level Outcomes for K-12 Physical Education* by Shape America.
2. Various video elements
3. Reflection on your current practices
4. Interaction with your peers and instructor

5. Activities and assignments that you will be able to implement into your curriculum quickly

Required Textbooks:

1. Rately, John and Hagerman, Eric. *Spark: The Revolutionary New Science of Exercise and the Brain*. Little, Brown & Company, 2008
2. Shape America. *National Standards and Grade-Level Outcomes for K-12 Physical Education*. Human Kinetics, 2014

Course Goals:

1. Provide students with a new fitness based approach to teaching high school physical education.
2. Explore the five national standards and how they can be applied to each PE program.
3. Provide students with the scientific research that shows that a strong physical education program can benefit high school students in their every day lives and in their academics.
4. Identify the strengths and weaknesses of each student's current curriculum and provide opportunities to make positive revisions to their curriculum.
5. Expose students to games and activities that they can use in their curriculum in their next school year.

Please follow this sequence while taking this course:

1. Review the objectives for each module.
2. Watch the videos for each module and read the assigned readings. Please highlight important information and/or take notes.
3. If there are questions for the readings and videos, please read the question first before starting on the assignment.
4. Complete activities, blogs, and assignments for each module. Make sure you check for due dates on each assignment!
5. Proofread all assignments carefully before submitting on Blackboard.
6. Save a copy of completed coursework on your own computer.

Module 1 Activities/Assignments

Fitness Based PE journal entry	10 Points
Standards and benchmarks blog	10 Points
Physical Education Vision	20 Points
Personal Introduction Blog	10 Points

Module 2 Activities/Assignments

Curriculum analysis blog	10 Points
NASPE checklist blog	10 Points
Individual Performance Activities Lesson Plan	25 Points
Module 2 Wrap Up Journal	10 Points

Module 3 Activities/Assignments

Grouping case study wiki	15 Points
Grouping blog	5 Points
Course Offerings wiki	15 Points
Course realignment proposal	10 Points
Lesson plan revision	10 Points

Module 4 Activities/Assignments

Rubrics blog	10 Points
Fitness testing journal	5 Points
Fitness testing teleconference	10 Points
Written quiz about one activity	10 Points
Rating scale or checklist about one activity	10 Points
Module 4 wrap up journal	10 Points

Module 5 Activities/Assignments

Quality PE program blog	10 Points
Incorporating choice blog	10 Points
Affective domain rubric	20 Points
Module 5 wrap up journal	5 Points

Module 6 Activities/Assignments

Highly qualified PE Teacher journal	10 Points
Final Project Question and Answer Blog	5 Points
Physical Activity Lesson Plan	25 Points
Module 6 wrap up journal	10 Points

Module 7 Activities/Assignments

Medical condition small group wiki	15 Points
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Medical condition blog	5 Points
Dodgeball blog	5 Points
Exercise marketing campaign	25 Points
Module 7 wrap up journal	5 Points

Module 8 Activities/Assignments

Final Project:

Curriculum Plan Makeover	15 Points
New Curriculum Implementation Plan	15 Points
Curriculum Revision Reflection	20 Points

Evaluation Criteria: Your work will be graded based on your ability to correctly answer questions in assignments, provide quality entries in blogs and discussions, work with others in small groups, apply knowledge gained from this class in lesson plans and other assignments that can be used in your PE program.

Be sure to:

- **Respond with insight, clarity and precision (cite specific text/video passages)**
- **Respond in relevant illustrative detail (include specific, observable examples)**
- **Write competently at the graduate level (word-processed, proofread document, APA Format)**

There will be 8 modules in this course worth a total of 415 points. Your final letter grade will be determined by the following percentages:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and lower

Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin
Director of Student Disability Services
(515) 271-1835
michelle.laughlin@drake.edu

Jean Hansen
School of Education
Online Instructional Designer
(515) 271-3906
jean.hansen@drake.edu

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.

Statement of Plagiarism:

The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Give credit where credit is due. Consult the SOE Governance, Appendix II, Page 30 for definitions and additional policies regarding plagiarism, cheating, academic dishonesty, and the appeal process at the following link:

http://www.drake.edu/media/collegesschools/soe/documents/soe_governance_%209222015.pdf