Douglas College

EFFECTIVE: SEPTEMBER 2007
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2007**

B. Department / Program Area: **Science & Technology**
Sport Science

Revision [ ] New Course [X]

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **SPSC 4291** **D:** **Curriculum and Planning Issues in Physical Education and Coaching** **E:** **3**

Subject & Course No. | Descriptive Title | Semester Credits

F: Calendar Description:

This course works from macro planning issues, such as standards and mandated curriculum, to micro issues relating to implementation of curriculum. By studying the aims and goals of physical education as they are expressed by National and Provincial bodies, students will obtain the necessary backdrop for in-depth analysis of instructional and organizational issues that limit or support those aims within the real world context that British Columbia's coaches and teachers face. Discussions will include all pedagogical structures: activities, lessons, sessions, units, phases and annual plans.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week / semester for each descriptor)

4 hours lecture per week

Number of Weeks per Semester:

15

H: Course Prerequisites:

SPSC 4199 or permission of the instructor

I: Course Corequisites:

none

J: Course for which this Course is a Prerequisite

none

K: Maximum Class Size:

30

L: PLEASE INDICATE:

[ ] Non-Credit
[ ] College Credit Non-Transfer
[X] College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course objectives / learning outcomes

1. Students will be able to compare and contrast multiple curriculum models with the aim of highlighting their key strengths and weaknesses.
2. Students will be able to demonstrate understanding of the organization of the BC K-7 and BC 8-12 Physical Education Curricula as represented in the Integrated Resource Packages.
3. Students will be able to articulate the broad aims of physical education in their own words.
4. Students will be able to identify safety and risk management issues related to specific units or lessons.
5. In their own words, students will be able to identify a number of issues or considerations that relate to implementing the curriculum. For example, cultural issues, equipment and space constraints, time allocation etc.
6. Students will be able to critically discuss a number of extra-curricular and extended curriculum considerations, such as, intramurals, event planning, student volunteering and leadership initiatives, etc.
7. Students will be able to demonstrate their understanding of annual planning by developing a theoretical annual plan based on the British Columbia curriculum, or in the case of coaching, a specific sports goal.
8. Students will be able to describe methods of assessment and evaluation in physical education and coaching
9. Students will be able to articulate an understanding of advocacy and identify the key elements of successful advocacy in physical activity programming
10. Students will be able to apply research methods to a variety of curricular topics and demonstrate an ability to critique educational resources.

N: Course content:

Module 1. Understanding Curriculum

- 1.1. Foundation for curriculum development:
  - 1.1.1. Physical education mandates and standards
  - 1.1.2. National and Provincial standards for physical education
  - 1.1.3. A case for Daily Quality Physical Education (QDPE)
  - 1.1.4. The aims and goals of physical education
    - 1.1.4.1. Health promotion and disease prevention
    - 1.1.4.2. Life-long activity
    - 1.1.4.3. Developing inclusive and rewarding learning environments
      - 1.1.4.3.1. Gender considerations
      - 1.1.4.3.2. Adapted planning
      - 1.1.4.3.3. Culturally sensitive
      - 1.1.4.3.4. Age and developmental considerations
  - 1.1.5. BC IRP / BC K-12 documents
- 1.2. Physical Education Curriculum Models:
  - 1.2.1. Skill approach
  - 1.2.2. Outdoor approach
  - 1.2.3. Sports education approach
  - 1.2.4. Knowledge approach
  - 1.2.5. Fitness approach
  - 1.2.6. Social approach
  - 1.2.7. Achievement-based physical education curriculum model
  - 1.2.8. Tactical games curriculum model
  - 1.2.9. Teaching games for understanding
- 1.3. Coaching curricular models -periodization

Module 2. Implementation Issues

- 2.1. Philosophy – dress code, discipline, methods, grading
- 2.2. Limiting factors – culture, budget, geography, time allocation
- 2.3. Learner centred activities – risk, creative, developmental, competition, cooperation, knowledge, approval, play, fitness

2.4. Safety and risk management considerations:
- 2.4.1. Safety considerations
- 2.4.2. Legal liability
- 2.4.3. Negligence
- 2.4.4. Conditions leading to legal action

Module 3. Extra-Curricular And Extended Curriculum Considerations

3.1. Event planning
3.2. Intramurals
3.3. Resource management
3.4. Equipment inventory and maintenance
3.5. Budgeting and funding
3.6. Student volunteering and leadership
3.7. Special programs:
- 3.7.1. Holiday events
- 3.7.2. Theme days
- 3.7.3. Annual events
- 3.7.4. District events
- 3.7.5. School traditions

Module 4. Planning the Physical Education Curriculum

4.1. Establishing the curriculum:
- 4.1.1. Components and characteristics of quality Physical Education programs
- 4.1.2. Integrating philosophy, goals, objectives, and policies
- 4.1.3. Yearly planning
- 4.1.4. Block planning system
- 4.1.5. Unit planning
- 4.1.6. Lesson planning

Module 5. Assessment And Evaluation In Physical Education And Coaching

5.1. Student evaluation and grading:
- 5.1.1. Formative and summative assessment
- 5.1.2. Motor assessment
- 5.1.3. Fitness assessment
- 5.1.4. Physical activity assessment
- 5.1.5. Computer applications for assessment
- 5.1.6. Alternative assessment

Module 6. Advocacy: Educating, Communicating, Motivating

6.1. Why advocacy is important to you
6.2. "what", "why" and "how" of physical education advocacy
6.3. Advocates for physical education profession and physical education programs

Module 7. Educational Research

7.1. Research, critique, compare and create educational research resources:
- 7.1.1. Observation methods
- 7.1.2. What is action research?

Douglas College Signature Elements:

Core Competencies:

a. Oral, written and interpersonal communication:
- Students will conduct community interviews, if adopted as an assessment strategy.
- There may be a verbal presentation component to the curriculum research project, if this is adopted as an assessment strategy.

b. Independent learning and information literacy:
   - Research skills in the area of education will be expected in this course

c. Critical and creative thinking:
   - Curricular issues, models and documents will be critically and creatively analyzed with feedback, brainstorming, comparison and best practices highlighted.
   - The SPSC theme 'critical thinking model' will be role modeled by the instructor and eventually demonstrated by the students.

d. Computational and information technology skills:
   - Basic class expectations may include: assignments to be computerized, PowerPoint used as a presentation tool.

e. Teamwork:
   - In class discussions, assignments and debates will require teamwork skills throughout the semester.

Academic Signature Elements:

a. Applied skills and abilities:
   - Existing BC K-12 IRP documents will be reviewed and applied to future employment skills.
   - Students may be required to interact with community leaders on the issue of advocacy in physical education and sport.
   - Methods of assessment in physical education and coaching in schools and the community may be created, implemented and evaluated for effectiveness.

b. Ethical behaviour and social responsibility – effective citizenship:
   - Students will be required to philosophically and ethically reflect on the purpose, mandate and implementation of physical education/coaching curricular documents and their affect on society.
   - College policy on student behaviour and expectations will be expected to be upheld during all class activities at all times.
   - Personal and social responsibility may be evaluated in class participation, group discussions and/or group assignments

c. Intercultural, international and global perspectives:
   - Students will be encouraged to research, compare and discuss curriculum designs and models from outside British Columbia

Q: Means of Assessment

The selection of evaluation tools for this course is based upon:

1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.

A sample assessment could include:

Curriculum Research Project	30%
Aims and Issues Debate	20%
Community Interview	15%
Module assignments and participation	15%
Final assignment or exam	20%
Total	100%

P: Textbooks and Materials to be Purchased by Students

Potential resources include:

L. E. Kelly and V. J. Melograno. (2004). Developing the Physical Education Curriculum - An Achievement-Based Approach. Human Kinetics Publishers, Champaign, Illinois, USA.

Darst and Pangrazi, (2002). Dynamic Physical Education for Secondary Students 4th Edition. Benjamin Cummings, Pearson Education, Newmarket, Ontario, Canada.

Certifications/Conference requirements:

As part of the course, instructors and students may engage in extra-curricular certification processes that overlap with the curriculum of the class. Fees for professional certification, where applicable, will be borne by the student. Potential certifications relating to this course include:

1. CAPHERD membership Cost: free and/or
2. CABC membership Cost: 2 years $15

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time

Course Designer(s):
Alison Gill, Brian Storey, Gert VanNiekerk

Education Council / Curriculum Committee Representative

Dean / Director: Des Wilson

Registrar

© Douglas College. All Rights Reserved.