



EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

A. Division: **Academic** Effective Date: **September 2005**

B. Department / Program Area: **Science and Technology** / **Sport Science** Revision New Course

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

C: **SPSC 5494** D: **Planning, Assessing, and Evaluating Physical Education** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This course will introduce and analyze a selection of modern and traditional methods of planning, assessing, and evaluating elementary physical education. Better teaching through efficient, effective, and supportive practices is the aim of this course.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Classroom/Lecture Practical</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 2 hours Practice/Labs 1hour</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p>							
	<p>I: Course Corequisites:</p> <p style="text-align: center;">None</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p style="text-align: center;">None</p>							
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">30</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes

Upon completion of this course students will be able to:

1. develop an annual physical education plan,
2. develop a comprehensive unit plan including:
 - 2.1. learning outcomes
 - 2.2. equipment needs
 - 2.3. safety considerations
 - 2.4. planned activities
 - 2.5. assessment techniques
 - 2.6. evaluation criteria
 - 2.7. reporting considerations
3. critically compare assessment and evaluation techniques to select the best alternative,
4. determine appropriate evaluation criteria for selected activities,
5. demonstrate cohesive integration of planning, assessing, evaluating and reporting,
6. demonstrate inclusive and developmentally appropriate planning, assessment, and evaluation practices.

N: Course Content:

1. Annual planning
 - 1.1. school-based scheduling
 - 1.2. ministry requirements
 - 1.3. sequencing
 - 1.4. seasonal considerations
 - 1.5. planning formats
 - 1.6. planning resources
2. Functional unit planning
 - 2.1. selecting appropriate learning outcomes
 - 2.2. assessing resource needs and availability
 - 2.3. safety considerations
 - 2.4. selecting activities
 - 2.5. functional assessment technique selection
 - 2.6. integrating evaluation and reporting elements
3. Unit planning considerations
 - 3.1. personal and social responsibility
 - 3.2. developmentally appropriate activities
 - 3.3. inclusion of students with disabilities
 - 3.4. gender issues
4. Assessment types
 - 4.1. formative and summative
 - 4.2. authentic assessment
 - 4.3. teacher/peer/self assessment
5. Managing assessment
 - 5.1. Assessment techniques and tools
 - 5.1.1. feedback loop – “positive specific feedback”
 - 5.1.2. skill and fitness testing
 - 5.1.3. observation – direct and video
 - 5.1.4. worksheets
 - 5.1.5. rubrics
 - 5.1.6. checklists
 - 5.1.7. technology assisted assessment
 - 5.2. Assessment domains
 - 5.2.1. affective
 - 5.2.1.1. measuring attitudes – pros and cons
 - 5.2.1.2. personal and social responsibility
 - 5.2.2. physical – motor skill and fitness domains

<p>5.2.3. cognitive</p> <p>5.2.3.1. tactical and strategic thinking</p> <p>5.2.3.2. problem solving ability</p> <p>5.2.3.3. understanding of rules and regulations</p> <p>5.2.3.4. critical thinking</p> <p>6. Evaluation and reporting</p> <p>6.1. using developmentally appropriate standards (individualized)</p> <p>6.2. national and provincial standards (standardized age/grade level)</p> <p>6.3. class specific standards – creating, teaching and reporting</p> <p>6.4. reporting issues</p> <p>7. Practical component of the course: Participation in group activities is required to demonstrate application of:</p> <p>7.1. authentic inclusion</p> <p>7.2. authentic assessment</p> <p>7.3. integration of personal and social responsibility</p> <p>7.4. the feedback loop</p>										
<p>L Methods of Instruction</p> <p>Lecture</p> <p>Discussion groups</p> <p>Practical application</p> <p>Field observation and/or video observation</p>										
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided on the <i>Instructor's Course Outline</i>, which is available to students at the beginning of each semester.</p>										
<p>Means of Assessment</p> <p>The selection of evaluation tools for this course is based upon:</p> <ol style="list-style-type: none"> 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. <p>The following is presented as an example assessment format for this course</p> <table data-bbox="284 1381 828 1539"> <tr> <td>Annual Plan</td> <td>25%</td> </tr> <tr> <td>Unit Plan</td> <td>25%</td> </tr> <tr> <td>Practical assignment</td> <td>25%</td> </tr> <tr> <td>Thought Questions</td> <td><u>25%</u></td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Annual Plan	25%	Unit Plan	25%	Practical assignment	25%	Thought Questions	<u>25%</u>		100%
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	100%									
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes</p>										

Brian Storey

Course Designer(s)

Education Council / Curriculum Committee Representative

Des Wilson

Dean / Director

Registrar