

**The University of Georgia
Department of Kinesiology**

Course Name: Curriculum Planning in Physical Education

Course #: KINS 7080

Spring 2008

Meeting Times: Tues/Thurs. 9:30 - 10:45 A.M.

Professor: Dr. Jepkorir Rose Chepyator-Thomson

Office: 365 RAMSEY Center

Telephone: 706-542-4434

Office Hours: Office hours: 9:00-2:00pm Monday and by appointment

e-mail address : jchepyat@uga.edu

Course Description: Theories used to frame curricular perspectives in education and physical education as well as principles and assumptions utilized in curriculum development in physical education will be examined. The course will cover the extent to which the theories and principles influence and/or relate to the student, environment, and society. In addition, analyses and evaluations of contemporary models and/or conceptual frameworks of physical education programs will be covered. Further, gender, ethnic/racial and social class as they influence teachers' beliefs, skills, and techniques in designing or redesigning curricula in various organizational levels will be addressed during the course of the term.

Required Texts:

Orstein, A. C., & Hunkins, (2004). Curriculum: Foundations, principles and issues. Boston, MA: Ally and Bacon.

Kelly, L. E., & Melograno, V. J. (2004). Developing the physical education curriculum: An achievement-based approach.

Kozol, J. (1991). Savage inequalities. Children in America's Schools. New York, NY: Harper Perennial.

Kozol, J. (2005). The shame of the nation. New York, NY: Random House

Grundy, S. (1989). Curriculum: Product or praxis. Philadelphia, PA: The Falmer Press. Class hand-out

Klein, F. A (1991). The politics of curriculum decision-making. Albany, NY: State University of New York Press. Class hand-out.

Research articles as required by the Professor

Recommended Text: Grant and Gomez, M. L. (2001) (Eds), Making schooling multicultural. Campus and classroom. Englewood Cliffs, NJ: Prentice Hall.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Distinguish between different education theories and possess adequate level of understanding to be able to apply them to physical education curriculum development, implementation, and evaluation.
3. Exhibit an understanding of principles and assumptions of curriculum design.
3. Analyze and evaluate curriculum models and research articles
4. Know issues and considerations critical to the process of curriculum design
5. Describe influences on curriculum design in k-12 physical education.
6. Articulate perspectives on curriculum development and evaluation.
7. Identify and discuss critical issues in curriculum development and evaluation.
8. Know how ethnic/racial, gender and social class issues affect curriculum development and implementation.

STUDENT EVALUATION:

**The students' grades will be determined according to the following criteria:

Exam	15%
Theoretical Position Paper (Your view of curriculum in light of learned information)	10%
Class participation (includes group work)	10%
Final paper/curriculum project	30% (25% final paper, 05% oral presentation)
Exam two	15%
Critique of articles and curriculum documents	10%
Participation in multicultural activities minimum of two: visit homeless shelters, attend multicultural events on or off campus, etc. Attend Educational Forum http://www.coe.uga.edu/cuspa/conference/	10% (attend lecture events –

**1. You are expected to attend all classes. Under unusual circumstances non-attendance may be excused although you are responsible for the content of each class.

**2. Careful preparation for each class is expected.

**3. Assigned written work should be typed, proofread, corrected and presented in the form accepted for graduate work in the department. See Publication Manual of the American Psychological Association. Washington, D.C.: American Psychological Association.

Exam one and two: You will be tested on content discussed in class lectures and in the texts.

Class Participation: You are required to read the assigned materials carefully and be prepared to discuss them in class. You should be active in class discussions.

Position Paper: Explains your theoretical perspective clearly. Must be supported by relevant literature.

Critique of articles and curriculum documents: You shall be expected to critique articles and curriculum documents consistent with class topics

Final Paper: Students may select topics from class discussions or may choose a topic of their choice with the professor's approval. The paper should represent an in-depth discussion or analysis of the topic and should be supported by evidence from the literature. The paper is due the last day of class, Thursday, April 24, 2008.

Length of paper: Minimum of 15 pages, excluding references. Use Times Roman Font - 12 inch

Suggestions for Research Papers:

1. Examine curricular programs in Physical education in the State or part of the State of Georgia.
2. Determine the theoretical Perspectives used in the literature in physical education (Use such journals as Quest, JTPE, JOPERD, and Physical Educator etc.)
3. Examine the literature through lenses of your choice: Value orientations, education theories etc.
4. Design a curriculum for a school of choice consistent with culturally responsive program content and it is informed by a theory.

Oral presentation: It should be developed from the final paper. Students should use transparencies, handouts or other visual aids to communicate the material to the audience. Student presentations are scheduled for the last week of the semester, April 24, 2008.

Topical Outline:

Week 1:

Tuesday, January 8-10, 2008

- a. Professor introduces herself, educational and cultural background, followed by the students. Questions?
- b. Then the course overview will be provided followed by any clarifications depending on students' questions.
- c. Content introduction.

Read for next week: Three fundamental human interests (Grundy, chap.1)

WEEK 2: _

Tuesday, January 15, 2008

- Lecture on curriculum as product, as practice and as emancipatory
- Student discussion on the three human cognitive interests

Thursday, January 17, 2008

Read: (b) Curriculum as product (Grundy, chapter 2)

Read: (c) curriculum as practice (chapter 4).

Discussion of curriculum as product and as practice-application

WEEK 3:

Tuesday: January 22, 2008

Read: (c) curriculum as practice (chapter 6).

Read: Teachers as curriculum makers (Grundy, chapter 3).

-write a minimum of one page reaction to chapter 3 in the context of physical education and athletic training to be shared in class.

Read: Orstein & Hunkins' text: Chapter 1, pp 1-18.

Tues, January 24, 2007

Read: (a) Orstein & Hunkins' text: Chapter 1, pp 19-26

WEEK 4:

Tues, January 29, 2008

Critique of a journal article on any of the cognitive interests

Read: (a) Orstein & Hunkins' text: Chapter 1, pp 20-27

*Historical perspectives on centralizing curriculum. In F. Klein (Ed.), The politics of curriculum decision-making. Albany, NY: State University of New York Press

Thurs, January 31, 2008

*Two visions of federalism and the control of the curriculum. In F. Klein (Ed.), The politics of curriculum decision-making. Albany, NY: State University of New York Press

*Curriculum making as a sociopolitical process. In F. Klein (Ed.), The politics of curriculum decision-making. Albany, NY: State University of New York Press

WEEK 5:

Tues, February 5, 2008

*Centralizing curriculum at the state level. In F. Klein (Ed.), The politics of curriculum decision-making. Albany, NY: State University of New York Press

Discussion of issues related to readings

Thurs, February 7, 2008

* Centralized curriculum: Effects on the local school level. In F. Klein (Ed.), The politics of curriculum decision-making. Albany, NY: State University of New York Press

*A conceptual framework for curriculum decision-making. In F. Klein (Ed.), *The politics of curriculum decision-making*. Albany, NY: State University of New York Press

Class discussion of concepts related to the readings

WEEK 6:

Tues, February 12, 2007

Possible-quest lecturer to discuss curriculum in public schools.

**** Position Paper due**

Tues, February 14, 2007

Diversity and curriculum:

*Chepyator-Thomson, J. R., Russell, J., & Woorons, S. (1998). Curriculum theory in sport pedagogy. *International Journal of Physical Education*, XXXV(4), 135-141.

*Chepyator-Thomson, J R. 1999). Theoretical considerations for understanding race and ethnicity in physical activity and sport. *International Sports Journal*, III(1), 30-41.

Kozol's savage inequalities, pp.1-82

Class Discussion

WEEK 7:

Tues, February 19, 2008

Read: (a) Orstein & Hunkins' text: Chapter 1, pp 194-228

Kozol's savage inequalities, pp. 83-174

Thurs, February 21, 2008

Read: (a) Orstein & Hunkins' text: Chapter 1, pp 194-228

Kozol's savage inequalities, pp.175-233

WEEK 8:

Tues, February 26, 2008

Part 1:

Kelly & Melograno's Textbook: Understanding Curriculum Development Chapters 2:

Class Discussion

Kelly & Melograno's Textbook: Understanding Curriculum Development Chapters 3:

Class Discussion

Thurs, February 28, 2008

Critique of curriculum documents: selection is on your own-from Georgia or elsewhere. Bring a written paper and share what you found (address strength and weaknesses).

Class Discussion

WEEK 9:

Tues, March 4, 2008

Chepyator-Thomson, J. R. (2001). Curriculum and instruction in primary school physical education: A critique and visionary perspective for reform in teacher education. In C. A. Grant and Gomez, M. L. (Eds), Making schooling multicultural. Campus and classroom. Englewood Cliffs, NJ: Prentice Hall.

Kelly & Melograno's Textbook: Understanding Curriculum Development Chapters 4

Thurs, March 4, 2008

Exam 1

WEEK 10: SPRING BREAK March 10-14, 2008

Week 11:

Tues, March 18, 2008

*Curriculum models: group work

Thurs, March 20, 2008

*Curriculum Models: group work continued

WEEK 12:

Tues, March 25, 2008

GROUP PRESENTATIONS (at least two persons per model).

Thurs, March 27, 2008

Read: (a) Orstein & Hunkins' text: Chapter 1, pp 232-257

Week 13

Tues, April 1, 2008

Curriculum development/planning as a group

Kelly & Melograno's Textbook: Understanding Curriculum Development Chapters 5

Thurs, April 3, 2008

Curriculum development/planning as a group

Kelly & Melograno's Textbook: Understanding Curriculum Development Chapters 6

Week 14:

Tues, April 8, 2008

-Group presentation of curriculum plans

Thurs, April 10, 2008

Kelly & Melograno's Textbook: Understanding Curriculum Development Chapters 12

-Placek, J. H. (1992). Rethinking middle school physical education curriculum: An integrated, thematic approach.

-Locke, L. F. (1992). Changing secondary school physical education. *Quest*, 44, 361-372.

Week 15:

Tues, April 15, 2008

Curriculum issues and concerns

Race, ethnicity, class, gender, disability in education and physical education.

Articles as assigned by the Professor.

Chepyator-Thomson, J. R., You, J., & Russell, J. (2000). In-service physical education teachers. *Journal of In-Service Education*, 26(3), 557-568. 60%

Organizing metaphors, curriculum reform, and local school and district changes.

In F. Klein (Ed.), *The politics of curriculum decision-making*. Albany, NY: State

University of New York Press.

-Discussion of metaphors of curriculum

Thursday, April 17, 2008

Open for catch –up work or paper completion.

WEEK 16:

Tues, April 22, 2008

Student Presentations

Thurs, April 24, 2008

Student Presentations

Final Exam: Tue, May 6, 2008

8:00 - 11:00 am