

HDPE 390  
Curriculum Models in Health Enhancement  
Herrick Hall 117  
SYLLABUS  
Spring 2008

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Course Description:

A conceptual and practical approach to the design, implementation, and maintenance of various standards-based curricula for future health enhancement/physical education teachers.

The course provides an in depth look at "cutting edge" curricular models currently popular in health enhancement (physical education/health education). Students will understand and demonstrate ability to develop content and design curricula using various curricular models. Students are encouraged to synthesize theoretical and clinical knowledge to develop a problem-based learning (PBL) approach to curricular decision making as applied to school settings.

Prerequisites

HDHL 230/240, HDPE 224/251/252/253,  
Students without these pre-requisites will be asked to drop the class.

Student Objectives:

At the completion of this course, students should be able to:

- I. Analyze curriculum processes including development, design, implementation, and evaluation of physical education/health enhancement curricula.
- II. Design and develop evaluation and assessment protocols appropriate for various physical education/health enhancement curricular models based on context.
- III. Articulate a thorough understanding of current research based curricular models in physical education/health enhancement.
- IV. Understand the development of content process as applied to physical education/health enhancement content.
- V. Develop a greater sensitivity and understanding of needs and interests of students from diverse cultural backgrounds.
- VI. Design a credible Professional Portfolio based on NASPE's National Beginning Teacher Standards.

Required Text:

Lund, J. and Tannehill, D. (2005) Standards-Based Physical Education Curriculum Development.  
(Bring book to class daily)

Assigned readings

Portfolio notebook (3-4 inch 3 ring binder), tabs, page protectors

Grading:

25 % - Midterm Exam  
25 % - Professional Portfolio  
25 % - Quizzes, Weekly class preparation, Participation, and Assignments  
25 % - Final Exam

#### Professional Ethic and Expectations:

Given that this course is focused on preparing you for a professional future as an educator, it is essential that each of you develop an understanding of the process of "becoming" a teacher. This refers to the reflective and conscious effort required to understand yourself and your personal growth toward realizing this goal. Therefore, you will be required to develop and assess your own personal and professional ethic as personified and manifested in your daily class obligations. Specifically, the following guidelines serve as a starting place for the development of your professional ethic.

Students are expected to attend class and be prepared every day. Attendance in this class is mandatory. You are to arrive on time and be prepared to learn. This means that you have completed all reading, have thought reflectively about the topic, and are prepared to contribute to class discussions. All required assignments are due as assigned. Assignments will NOT be accepted late. If you must miss class for any reason, assignments MUST be turned in prior to due date. Students choosing not to fulfill this responsibility will be asked to leave/drop the class.

Students are to TURN OFF phones and other PDA's upon entry to class. If your phone rings, I will answer it and you will be asked to leave class receiving a zero for the day. Communication during class time will take place within the classroom only.

#### Academic Honesty & Integrity:

Students are to adhere to University Regulations (see MSU Student Conduct and Instructional Guidelines and Grievance Procedures 2006-2008) regarding student conduct. All work generated for this class MUST be your original work and not submitted in other classes. Appropriate citations must be noted if used. Plagiarism will not be tolerated. Collaborating on assignments unless specifically noted is forbidden. Particular attention should be paid to web sources and materials.

Students are expected to devote substantial time outside of the classroom in fulfilling course requirements. In addition to the hours spent in the classroom setting, you will need to plan for quality time for successful completion of course requirements. Therefore, it is essential that you develop and adhere to a time management strategy that will facilitate your success in completion of all requirements.

Students are expected to be willing to grow and develop as future teachers. By this, it is meant that you will seek to understand current educational theory and practice in relation to in-class topics and discussion and as applied to your understanding of health enhancement, physical education, schools, and children. The focus of the course is to prepare you to teach in the future rather than in the past. It is possible that you have encountered practices in your past experiences that might contradict current theory. If so, you are encouraged to withhold judgment and to understand and reflect on the context. Only by doing so, will you be able to develop your own "sense of self" as a teacher.

Finally, students are expected to value "becoming" a teacher as a worthwhile goal and engage in responsible behavior indicative of realizing that goal.

CALENDAR  
(subject to change as needed)

Date	Topic	Assignment	Readings
Jan 28	Welcome Introduction Syllabus Requirements Portfolios		
Feb 4	Standards Based Curriculum Development Metacognition (Knowledge Structures)	Bring Portfolio notebook	Ch. 1
Feb 11	Building a Quality Program Value Orientations	Complete the VOI	Ch. 2
Feb 18	NO CLASS _ President's Day		
Feb 25	Assessment in Curriculum Development	Knowledge Structure	Ch. 3
Mar 3	Teaching All Kids Developing the Content	Portfolio with 1 artifact due	Ch. 4
Mar 10	NO CLASS – Spring Break		
Mar 17	Cultural Studies Curriculum	Take home MIDTERM DUE: Mar 24	Ch. 5
Mar 24	Personal and Social Responsibility Curriculum	MIDTERM DUE	Ch. 6
Mar 31	Adventure Education Outdoor Education	Lesson Plan 2	Ch. 7 Ch. 8
Apr 7	Skill Theme Curriculum		Ch. 9
Apr 14	Teaching Games for Understanding Curriculum	Unit Plan Due	Ch. 10
Apr 21	Sport Education		Ch. 11
Apr 28	Fitness Education		Ch. 12
May 5	Summary & Review for Final	Portfolio Due	

FINAL EXAM:      Date, Time, and Format to be determined