

HDPE 520
Curriculum Development in Health and Human Development
Mondays / Tuesdays 9:00 – 12:00
Actual Dates of Class: June 19 – July 25, 2006
Romney CL

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Course Description:

A conceptual and practical approach to the design, implementation, and maintenance of various curricula for teachers in school and non-school settings.

The course provides an overview of traditional and non-traditional curricular models currently popular in health enhancement (physical education/health education). Students will understand current research on various models and demonstrate ability to 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 public school, athletic, or community settings.

Student Objectives:

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

- I. Analyze curriculum emphases, aims, goals, and objectives for health and human development related programs such as physical education, health education, health enhancement, community health, and health promotion.
- II. Analyze and evaluate concept-based curriculum models with respect to curricular goals, instructional styles, applicability within specific school settings and non-school settings.
- III. Develop concept-based knowledge structures and curricular plans.
- IV. Select and utilize teaching and management strategies, including PBL, consistent with specific health enhancement curriculum goals and models.
- V. Synthesize the impact of various curricular models in understanding of needs and interests of students from diverse cultural backgrounds.

Recommended Texts:

Jewett, A.E., Bain, L.L., & Ennis, C.D. (1995). The curriculum process in health enhancement. New York: McGraw-Hill.

Kaardal, K. (2001). Learning by Choice in Secondary Health enhancement: Creating a Goal Directed Program. Champaign, IL: Human Kinetics.

Mohnsen, B. (1997). Teaching Middle School Health Enhancement: A Blueprint for Developing an Exemplary Program

American Alliance for Health, Health enhancement, Recreation & Dance (1999). Health Enhancement for Lifelong Fitness. Champaign, IL: Human Kinetics.

Corbin, C., & Lindsey, R. (1997). Fitness for Life. Scott Foresman.

Griffin, L., et. al. (1997). Teaching tactics in games and sports. Champaign, IL: Human Kinetics.

Hellison, D. (1995). Teaching responsibility through physical activity. Champaign, IL: Human Kinetics.

Metzler, M. (2000). Instructional models for health enhancement. Boston, MA: Allyn & Bacon.

Siedentop, D. (1994). Sport education. Champaign, IL: Human Kinetics.

Grading:

25 % - Midterm Exam
25 % - Curriculum Project
25 % - Reflections & Assignments
25 % - Final Exam

Calendar:

June 19	Introduction & Overview
June 20	
June 26	
June 27	
July 3	Midterm Exam distributed (Due July 9)
July 4	No Class
July 10	
July 11	
July 17	
July 18	Curriculum Project Presentation (Last class meeting)
July 24 – 25	Final Exams Due