

# A COMPUTER-BASED SIMULATION FOR PHYSICAL EDUCATION CURRICULUM PLANNING pdf

## 1: Competency-Based Education | A New Way to Learn | WGU

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Table 1 Options for simulated events Drug administration can be simulated, and with the use of the drug recognition unit, the simulator will respond physiologically. For example, a simulated morphine injection will cause the pupil size of the mannequin to change and the respiratory rate, heart rate, and blood pressure to decrease. The response to any drug depends on the dose of the drug and the weight and clinical condition of the simulated patient at the time. Instructors can pause the simulation to review assessments, detect problems, or discuss treatment. Unlike the situation in a clinical setting, with GUS, mistakes cannot actually harm a human being and are therefore useful opportunities for learning. The subsequent consequences can be witnessed in the simulated scenario. With the use of this simulator, assessment skills; pharmacological, physiological, and pathophysiological concepts; and basic and advanced cardiac life support techniques can all be taught, reinforced, and evaluated. With GUS, the classroom is transformed into a realistic practice environment. Instructors can set up and control many variables in the clinical learning environment. A top-of-the-line high-fidelity human patient simulator is a large investment. They do have the advantages of being portable and easier to use than the HPS V6 is. Previous Section Next Section Simulation as an Essential Component of Clinical Education All healthcare professionals must have a combined knowledge of physical and behavioral science and technical and clinical education. Unfortunately, much of the technical and clinical learning often takes place in the clinical setting, posing risks to the safety of both patients and learners such that close supervision by experienced preceptors and instructors is required to avoid disastrous consequences. Yet in the clinical setting, preceptors often do not have control over the types of experiences a learner will have or the conditions under which skills can be observed, learned, or practiced. A new critical care nurse could potentially complete an entire orientation period and not experience a common or high-acuity event that the nurse must be competent to deal with in order to practice safely in an intensive care unit. In contrast with the real clinical setting, simulated clinical situations involve only a few safety concerns and allow instructors and preceptors to completely control the events. At Georgetown University School of Nursing and Health Studies, all 4 levels of the undergraduate curriculum include classroom, technological, and clinical instruction. GUS is used as an essential teaching tool in clinical nursing courses. Simulation sessions have also been incorporated into the curriculum of all of the graduate programs. The nurse anesthetist students are the most frequent users of the simulator. The laboratory features a hemodynamic monitor and an anesthesia machine with the appropriate gases. The students practice intubation, induction of anesthesia, continuous administration of anesthetic agents, and monitoring of level of consciousness. Developing and demonstrating critical-thinking skills are strongly emphasized during these simulation sessions. In their text *Critical Thinking in Nursing*, 17 Bandman and Bandman define critical thinking as follows: This examination covers scientific reasoning, includes the nursing process, decision making, and reasoning in controversial issues. The four types of reasoning that comprise critical thinking are deductive, inductive, informal or everyday, and practical. The scenarios are developed to require students to use classroom knowledge, incorporate assessment skills, and create and implement a plan. They are then given an opportunity to witness the outcome and evaluate their plan and make the appropriate changes if necessary. With the use of simulation, they can implement the entire nursing process and are required to think critically. Previous Section Next Section Simulation as an Essential Component of Critical Care Education Simulation is an excellent teaching and evaluation method for critical care and also for enhancing and evaluating critical thinking, problem solving, and team leading for proficient and competent senior staff. With the opening of a new cardiac surgery step-down unit, many nurses required additional training. After completing the traditional courses in cardiac surgery eg, electrocardiographic

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rhythms, pacemakers and temporary pacing wires, chest tubes, cardiac drugs, discharge teaching , the nursing staff for this new unit attended a simulation session. Three scenarios were developed to allow the nurses the opportunity to integrate and use the theory they were taught in class. High-frequency and high-acuity situations were selected, such as new-onset unstable atrial fibrillation in a patient who had valve replacement; new premature ventricular complexes leading to ventricular tachycardia after diuresis in a postoperative patient; and an inferior wall myocardial infarction, heart block, and papillary muscle rupture in a postoperative patient with history of cardiac disease. The nurses were able to demonstrate many skills through simulation, including interpretation of rhythms, evaluation of hemodynamic stability, and assessment and reporting of data. Although the skill levels and abilities of the nurses varied, evaluations of the simulation sessions were universally positive. The simulation session held at the end of the course for the intensive care unit received an equally positive response. This session was developed around a single scenario: The first part of the session focused on respiratory assessment, intubation, initiation and management of mechanical ventilation, and progression of acute respiratory distress syndrome. The second part focused on insertion of pulmonary and arterial catheters, hemodynamic monitoring, and pharmacological management. The nurses were able to assist with intubation and with insertion of catheters. Complications such as intubation of the right main bronchus and ventricular tachycardia were assessed and treated. Requiring the nurses to assemble the equipment while caring for a simulated patient in a safe and controlled environment was a great learning experience. Through the use of simulation, the nurses were able to think through their actions and the events without jeopardizing care of an actual patient. The sessions were originally scheduled to take 4 hours but invariably ran longer because the nurses requested to try or see a few more things. Previous Section Next Section Review of the Literature on Simulation The success with simulation as an educational tool in critical care education is not unique to George-town University. Articles in research and critical care literature 2â€™ 4, 6, 10, 13, 15, 16, 20 indicate that compared with traditional methods, this method of teaching and evaluating learners is more realistic, enhances both acquisition and retention of knowledge, sharpens critical-thinking and psychomotor skills, and is more enjoyable. Issenberg et al 4 maintain that the use of simulation will reduce the pitfalls inherent in skills practice: The students were evaluated before and after the rotations by using a multiple-choice written examination, a skill station test, and an interactive simulation with a high-fidelity simulator. Although the test results before the rotations were similar for all 3 types of evaluations, the results after the rotations differed. The students performed much better on the written examination than on the simulation tests after the rotations, showing that although theory could be applied in a written case study, application of theory was not as easily demonstrated in a clinical simulation. Gordon et al 16 surveyed both students and educators about simulation as a teaching tool.

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## 2: Physical Education Frequently Asked Questions | New York State Education Department

*Simulation Centers may be focused on Professional Education, Healthcare, Emergency Medical Services, or Military and each has unique educational objectives and characteristics that help define the use model.*

Jobs We call it competency-based education. Our grads call it the best way to learn. WGU pioneered competency-based education. We remain the only institution offering competency-based degrees at scale, creating a model other colleges and universities are increasingly striving to replicate. What is competency-based education? Simply put, it measures learning rather than time. If a student can learn faster, spend more time on schoolwork, or lean on knowledge they already have from previous work or school experience, they can accelerate. Competency-based education explained by students. Reimagine the path to your degree at WGU. Study whenever and wherever works best for you. WGU learning resources are available anywhere wifi is. Every student is different. At WGU, we believe the learning experience should be built around you, not us. Low, flat-rate tuition and the opportunity to speed up your program allow you to control the cost of your degree. This is where CBE can be a real money-saver: Speeding up your program means saving you money. The results are absolutely worth it. WGU is about real-world resultsâ€”providing you an impressive return on your investment. The hallmark of CBE are the competencies, the clearly defined skills and knowledge that you will master. A degree from WGU tells employers that you are a proven expertâ€”and an invaluable addition to their team. Graduates explain it best. Joel Bianchi Graduate in teaching. I needed a competency-based program that allowed me to use my experience. I needed flexibility to allow me to be a mom, a wife, a daughter, a friend, a Girl Scout leader. I needed affordability because I had a family and could not add another bill. Many key concepts are lost with that. WGU faculty members have one goal in mind: Guidance and instruction are always just a call, email, or cohort away. Learning Personalized learning plan. Your journey toward subject mastery is made up of a series of courses, with flexibility built in. Preassessments help you determine your level of competency. Assessment Prove your understanding. WGU measures learning, not time, so each course culminates in an assessmentâ€”a test, paper, project, or presentation that allows you to prove what you know. Health and nursing programs have field experience. Teaching programs have demonstration teaching. All other programs have a real-world capstone project. Each experience will test your abilities and build your confidence. Alumni Forever a Night Owl. Continued support after you graduate includes many opportunities for professional development and enrichment, career support, and networking. WGU Night Owls may be independent learners, but they also become highly engaged in our active alumni community through apps, groups, and events.

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## 3: Standards-Based Curriculum and Assessment Design

*Curriculum Calendar Explore curriculum resources by date Search by Standard Find educational resources by Common Core, NGSS, and your State Standards Lesson Planning Articles Timely and inspiring teaching ideas that you can apply in your classroom.*

This article has been cited by other articles in PMC. Abstract One of the most important steps in curriculum development is the introduction of simulation- based medical teaching and learning. Simulation is a generic term that refers to an artificial representation of a real world process to achieve educational goals through experiential learning. Simulation based medical education is defined as any educational activity that utilizes simulation aides to replicate clinical scenarios. Although medical simulation is relatively new, simulation has been used for a long time in other high risk professions such as aviation. Medical simulation allows the acquisition of clinical skills through deliberate practice rather than an apprentice style of learning. Simulation tools serve as an alternative to real patients. A trainee can make mistakes and learn from them without the fear of harming the patient. Simulation- based learning is expensive. However, it is cost-effective if utilized properly. Medical simulation has been found to enhance clinical competence at the undergraduate and postgraduate levels. The objective of this narrative review article is to highlight the importance of simulation as a new teaching method in undergraduate and postgraduate education. Another important finding came from the Harvard Medical Practice Study 1, in which the authors reviewed over 30, randomly selected hospital records at New York State in as part of an interdisciplinary study of medical injury and malpractice litigation. They found that injuries from adverse events occurred in 3. Calls for a change in the instructional methods have resulted in innovative medical curricula. The new curricula stress the importance of proficiency in several clinical skills by medical graduates rather than mere acquisition of knowledge. As evidenced by their endorsement by many of the international bodies and medical schools,[ 4 ] it is universally accepted that clinical skills constitute an essential learning outcome. The acquisition of appropriate clinical skills is key to health education; however, students sometimes complete their educational programs armed with theoretical knowledge but lack many of the clinical skills vital for their work. A major challenge for medical undergraduates is the application of theoretical knowledge to the management of patients. Some medical schools in the Middle East have changed their curricula and adopted such educational strategies as problem-based learning. Also many medical schools have started to utilize clinical skills laboratories for training. However, simulation-based learning is not yet well established in this region. The objective of this narrative review article is to highlight the importance of simulation as a new teaching method for undergraduate and postgraduate education. The main search terms were medical simulation, medical simulator, medical education, and clinical skills. These articles were reviewed if they were considered relevant to the search. Clinical skills competencies including communication skills, history-taking, professional attitudes, awareness of ethical basis of healthcare, physical examination, procedural skills, clinical laboratory skills, diagnostic skills, therapeutic skills, resuscitation skills, critical thinking, clinical reasoning, problem solving, team-work, organization skills, management skills, and information technology skills should be part of the core undergraduate curriculum. The pressure of managed care has shaped the forms and frequency of hospitalization and led to a higher percentage of acutely ill patients and shorter inpatient stays. This has resulted in fewer opportunities for the medical learner to access a wide variety of diseases and physical findings. Relying on exposure to real hospital patients during training years may result in an ad-hoc method of learning clinical skills, as this depends on the availability of cases, and consequently to less than optimal development and performance of clinical skills. There are many reports that indicate concerns for the level of skills medical graduates even in western countries possess. Simulators are now widely used in education and training in a variety of high risk professions and disciplines, including the military, commercial airlines, nuclear power plants, business and medicine. There are many examples of curricular reform that include

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clinical skills training, the use of simulators, and the creation of clinical skills centres. On the other hand, simulation based medical education can be defined as any educational activity that utilizes simulative aides to replicate clinical scenarios. Simulation tools serve as an alternative to the real patient. Trainers can make mistakes and learn from them without the fear of distressing the patient. Experiential learning or learning from experience during simulation based training sometimes involves the use of clinical scenarios as the bases of learning. Debriefing after a scenario is an important component of full-scale simulation. Video recording of the scenario is also used to initiate discussion and to make sure that all learning objectives were covered. Debriefing can focus both around the cognitive process involved in the recognition of the problem and the implementation of the management guidelines and the technical level at which the ability of the learner to apply rules and appropriate responses in a stressful situation is evaluated. Simulation is not intended to replace the need for learning in the clinical environment, so it is important to integrate simulation training with the clinical practice during curriculum development. Simulators can be classified according to their resemblance to reality into low-fidelity, medium- fidelity and high-fidelity simulators. They are usually used to teach novices the basics of technical skills. Example of a low-fidelity simulator is the intravenous insertion arm [ Figure 1 ] and Resusci-Anne [ Figure 2 ]. Moderate fidelity simulators give more resemblance of reality with such features as pulse, heart sounds, and breathing sounds but without the ability to talk and they lack chest or eye movement. They can be used for both the introduction and deeper understanding of specific, increasingly complex competencies. High fidelity simulators combine part or whole body manikins to carry the intervention with computers that drive the manikins to produce physical signs and feed physiological signs to monitors. They are usually designed to resemble the reality. They can talk, breathe, blink, and respond either automatically or manually to physical and pharmacological interventions. In general, the higher the fidelity, the more expensive it is.

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## 4: Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest

*Simulation as a Teaching Strategy. Simulation is an event or situation made to resemble clinical practice as closely as possible. Simulation can be used to teach theory, assessment, technology, pharmacology, and skills. 7 The emphasis in simulation is often on the application and integration of knowledge, skills, and critical thinking.*

The appendix has storyboards and visuals that you can use in implementing the methods outlined in the toolkit. This file is not included in the printed manual. You may choose to print the entire appendix, or you may want to print a particular page or set. Our program strives to provide instruction that meets the individual needs of students. Helping Students Recover from a Concussion: How can I help students who are recovering from a concussion? As a teacher, you play an important role in helping students recover from a concussion as they return to school. As they begin to feel better, you can slowly remove these changes. Concussion symptoms may return as students get back to physical or mental. Appropriate for classroom or home use, these videos focus on movements that increase coordination, stabilization, flexibility, cardiovascular health, and strength. Use these videos alongside our PLAY 60 Challenge lessons to illustrate educational components in a fun and engaging way, or as a classroom break to help. It is designed to help you track and support progress at each stage. The Parent Toolkit team is committed to building a community of parents, teachers, and experts where ideas and tips are shared regularly. This site includes the following sections: Standards Start at Home: This guide is meant to help you understand that the You need to set up an account to access the articles. There is a fee for Newsela Pro. Develop custom schedules for each class. View and print lessons by day, week, or class. Create class templates for any day of the week. Connect to national, state and local standards. Attach files and links to your lessons. Adjust your lesson schedule with a single click. Allow students to view your plans online. Share your plans with other teachers. Easily re-use lessons from one year to the next. You can use The New York Times in your classroom to: The Best of the Humanities on the Web Description: EDSITEment offers a treasure trove for teachers, students, and parents searching for high-quality material on the Internet in the subject areas of literature and language arts, foreign languages, art and culture, and history and social studies.

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## 5: Simulation as a Teaching Strategy for Nursing Education and Orientation in Cardiac Surgery

*The curriculum for High School Physical Education is organized in such a way to make teaching run smoothly. There are various letters and numbers to guide a person through the Next Generation Sunshine State Standards.*

In *The Curriculum*, [19] the first textbook published on the subject, in 1918, John Franklin Bobbitt said that curriculum, as an idea, has its roots in the Latin word for race-course, explaining the curriculum as the course of deeds and experiences through which children become the adults they should be, for success in adult society. Furthermore, the curriculum encompasses the entire scope of formative deed and experience occurring in and out of school, and not only experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society. To Bobbitt, the curriculum is a social engineering arena. Per his cultural presumptions and social definitions, his curricular formulation has two notable features: Hence, he defined the curriculum as an ideal, rather than as the concrete reality of the deeds and experiences that form who and what people become. Personal formation via curricula is studied both at the personal and group levels, i. The formation of a group is reciprocal, with the formation of its individual participants. Hutchins, president of the University of Chicago, regarded curriculum as "permanent studies" where the rules of grammar, rhetoric and logic and mathematics for basic education are emphasized. Basic education should emphasize 3 Rs and college education should be grounded on liberal education. On the other hand, Arthur Bestor as an essentialist, believes that the mission of the school should be intellectual training, hence curriculum should focus on the fundamental intellectual disciplines of grammar, literature and writing. It should also include mathematics, science, history and foreign language. This definition leads us to the view of Joseph Schwab that discipline is the sole source of curriculum. Thus in our education system, curriculum is divided into chunks of knowledge we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others. In college, discipline may include humanities, sciences, languages and many more. Curriculum should consist entirely of knowledge which comes from various disciplines. To learn the lesson is more interesting than to take a scolding, be held up to general ridicule, stay after school, receive degrading low marks, or fail to be promoted. It is made up of its foundations philosophical, historical, psychological, and social foundations; domains of knowledge as well as its research theories and principles. Curriculum is taken as scholarly and theoretical. It is concerned with broad historical, philosophical and social issues and academics. Within these settings curriculum is an even broader topic, including various teachers such as other visitors, inanimate objects such as audio tour devices, and even the learners themselves. These can only be called curriculum if the written materials are actualized by the learner. Broadly speaking, curriculum is defined as the total learning experiences of the individual. He believed that reflective thinking is a means that unifies curricular elements. Thought is not derived from action but tested by application. Caswell and Campbell viewed curriculum as "all experiences children have under the guidance of teachers. They must, therefore, be accepted as fully a part of the curriculum, and most especially as an important focus for the kind of study of curriculum with which we are concerned here, not least because important questions must be asked concerning the legitimacy of such practices. The constructivist approach proposes that children learn best via pro-active engagement with the educational environment, i. Primary and secondary education[ edit ] A curriculum may be partly or entirely determined by an external, authoritative body e. These outcomes and assessments are grouped as units or modules, and, therefore, the curriculum comprises a collection of such units, each, in turn, comprising a specialised, specific part of the curriculum. So, a typical curriculum includes communications, numeracy, information technology, and social skills units, with specific, specialized teaching of each. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education. A core curriculum is a curriculum, or course of study, which is deemed central and usually made mandatory for all students of a school or school system.

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However, even when core requirements exist, they do not necessarily involve a requirement for students to engage in one particular class or activity. For example, a school might mandate a music appreciation class, but students may opt out if they take a performing musical class, such as orchestra, band, chorus, etc. Australia[ edit ] In Australia , the Australian Curriculum took effect nationwide in , [26] after a curriculum development process that began in . The Australian Curriculum consists of one curriculum covering eight subject areas through year 10, and another covering fifteen subjects for the senior secondary years. However, the Northwest Territories and Nunavut both choose to use the Alberta Curriculum for select parts of their curriculum. Private schools use IEB, [29] Cambridge, etc. South Korea[ edit ] The National Curriculum of Korea covers kindergarten , primary, and secondary education, as well as special education. The Courses of Education and Courses of Study are fully revised every 10 years. Before World War II, the curriculum was based on the school regulations corresponding to each school type. Primary and secondary education use key objectives to create curricula. For primary education the total number of objectives has been reduced from back in to 58 in . All of the objectives have accompanying concrete activities. Also final exams are determined by the OCW and required. Parts of those exams are taken in a national setting, created by a committee: Centrale examencommissie vaststelling opgaven. Furthermore, OCW will determine the number of hours to be spent per subject. Apart from these directives every school can determine its own curriculum. Nigeria[ edit ] In , the Nigerian government adopted a national Basic Education Curriculum for grades 1 through 9. The policy was an outgrowth of the Universal Basic Education program announced in , to provide free, compulsory , continuous public education for these years. The national qualifications include: Notwithstanding its name, it does not apply to independent schools , which may set their own curricula, but it ensures that state schools of all local education authorities have a common curriculum. Academies , while publicly funded, have a significant degree of autonomy in deviating from the National Curriculum. The purpose of the National Curriculum was to standardise the content taught across schools to enable assessment , which in turn enabled the compilation of league tables detailing the assessment statistics for each school. United States[ edit ] In the U. The Common Core State Standards Initiative CCSSI promulgates a core set of standards which are specific information and skills a student needs to know at each grade level in order to graduate. States may adopt these standards in part or whole and expand upon them. Schools and states depending on how much control a state gives to its local schools then develop their curriculum to meet each of these standards. This coordination is intended to make it possible to use more of the same textbooks across states, and to move toward a more uniform minimum level of education attainment. As such, states and localities are taking different approaches to implementing the standards and providing their teachers with the supports they need to help students successfully reach the standards. Many educational institutions are currently trying to balance two opposing forces. On the one hand, some believe students should have a common knowledge foundation, often in the form of a core curriculum; on the other hand, others want students to be able to pursue their own educational interests, often through early specialty in a major, however, other times through the free choice of courses. These prerequisites can be satisfied by taking particular courses, and in some cases by examination, or by other means, such as work experience. In general, more advanced courses in any subject require some foundation in basic courses, but some coursework requires study in other departments, as in the sequence of math classes required for a physics major, or the language requirements for students preparing in literature, music, or scientific research. A more detailed curriculum design must deal with prerequisites within a course for each topic taken up. This in turn leads to the problems of course organization and scheduling once the dependencies between topics are known. Russia[ edit ] Core curriculum has typically been highly emphasized in Soviet and Russian universities and technical institutes. At the undergraduate level, individual college and university administrations and faculties sometimes mandate core curricula, especially in the liberal arts. Both can take up to two years to complete without advanced standing , and are designed to foster critical skills in a broad range of academic disciplines, including: In , the University of Chicago announced plans to reduce and modify the content of its core curriculum, including lowering the number of required courses from 21 to 15

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and offering a wider range of content. When The New York Times , The Economist , and other major news outlets picked up this story, the University became the focal point of a national debate on education. Four Great Books colleges in the United States follow this approach: In such a system, students are required to take courses in particular fields of learning , but are free to choose specific courses within those fields. Open curriculum[ edit ] Other institutions have largely done away with core requirements in their entirety. Brown University offers the "New Curriculum," implemented after a student-led reform movement in , which allows students to take courses without concern for any requirements except those in their chosen concentrations majors , plus two writing courses. In this vein it is certainly possible for students to graduate without taking college-level science or math courses, or to take only science or math courses. Amherst College requires that students take one of a list of first-year seminars, but has no required classes or distribution requirements. Similarly, Grinnell College requires students to take a First-Year Tutorial in their first semester, and has no other class or distribution requirements. Gender inequality in curricula Gender inequality in curricula shows how men and women are not treated equally in several types of curricula. Physical education PE is an example where gender equality issues are highlighted because of preconceived stereotyping of boys and girls. This is the case in many cultures around the world and is not specific to one culture only.

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## 6: Simulation-based medical teaching and learning

*Physical Education Learning Standards Standard 1 - Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

What are the New York State requirements for physical education? All students in K must attend and participate in a physical education program. All pupils in grades K-3 shall attend and participate in physical education on a daily basis. All pupils in grades shall attend and participate in physical education not less than three times per week. All pupils in grades shall attend and participate in physical education for not less than three times per week in one semester, and not less than two times per week in the other semester. What is the time requirement for physical education per calendar week? Are there any waivers or exemptions for physical education? All pupils shall attend and participate. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate. School district plans must indicate steps to be taken to insure that each pupil meets the requirement for participation in their physical education program. Must students earn high school credit in physical education? Students entering grade 9 until graduation must earn the equivalent of two units of credit in physical education to be eligible to receive a diploma. This accumulates to 2 units of credit necessary to receive a diploma. A student who completes all diploma requirements in fewer than eight semesters, is not required to continue enrollment in high school for the sole purpose of meeting the physical education requirements. May a student double up, or accelerate in physical education? A student may take extra physical education classes as electives but must continue to attend and participate in physical education for eight semesters or until the student meets all other requirements for graduation. Elementary Physical Education Questions What are the requirements for elementary physical education? Grades K-3 are required to have daily physical education for a minimum total of minutes per week. Grades are required to have physical education three days per week for a minimum total of minutes per week. Does Recess count toward the physical education requirement? Recess may not count toward the physical education requirement. Can a certified physical education teacher supervise a recess aide to provide instruction leading to regulatory requirements of physical education at the elementary level? Physical education by definition in Section The regulation is very specific on who may teach physical education: At this time the State Education Department is not granting waivers. Who should teach physical education at the elementary level? A certified physical education teacher is the most qualified to teach physical education. Is there any flexibility in meeting the elementary physical education requirement? Since physical education includes not only physical, social, and emotional skill development but also cognitive learning, certain items can easily be done in the classroom by the elementary teacher i. Integrating physical education into other curriculum areas is encouraged and even covered in Part However, this instruction must be designed with care and under the direction and supervision of the certified physical education teacher to ensure that the learning standards are met. Designing the elementary physical education curriculum should be a cooperative venture of the District Director of Physical Education, the elementary physical education teacher s and the elementary classroom teachers. Our sixth grade is in the middle school. What are the requirements for physical education if they are in the middle school? Retain existing time requirements in grades 7 and 8 for: English - 2 units.

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## 7: Physical Education Learning Standards | New York State Education Department

*Physical education in a bi-cultural society [microform]: the characteristics of school physical education programs as a function of the social values held by the two major ethnic groups in the.*

Technology impacts health, physical education, recreation, and dance educators in the areas of research, classroom teaching, and distance education. While the overall effect is not yet fully assessable, the presence of technology in so many different aspects of the profession makes it important to more clearly recognize and appreciate its current and potential role. This Digest focuses on computer-based technology as it relates to HPERD in the areas of teaching and distance education. Commercial and shareware programs are available to track grading, student athletic performance, and fitness; conduct health assessments; provide simulations of disease; and monitor research projects, among other functions. The development of individualized software is becoming more common. The availability of hypertext, where selected words in the text of a document can be used as links to other points in a document, has made such software development much easier. Using HyperCard, a commercially available application software based on a HyperText language, HPERIntern integrated a number of components from traditional classroom instruction and individual counseling. HPERIntern is a menu-based application that allows students to enter the information stream at a variety of points, rather than be forced to follow a predetermined path. Traditional encyclopedias and reference books have been replaced by compact discs with read-only memory CD-ROM or CD that contain pictures, sound, and video, as well as the standard text. In the kinesiology classroom students can observe and listen to the mechanics of movement in slow motion and play over those parts they do not understand. In health education classrooms the growth of an embryo can be depicted to birth. Mohnsen identified a number of reasons for using CAI in physical education. Among them were suggestions that CAI provides students with the "why" behind health-related fitness; it provides unlimited practice, review, and remediation; students stay actively involved; and it meets a variety of student needs. CAI, if individually developed, requires considerable time on the part of the instructor, but this is compensated for by increased learning time available in the classroom. Using CAI an instructor can develop or acquire a series of supportive and reinforcing software. For example, students in a nutrition class might participate in a CAI-based eating habits survey that provides students with information about their nutritional habits, collates data for the entire class, and provides the teacher with a report to use as a teaching tool. The World Wide Web WWW is that part of the Internet supporting graphics, audio, video, and hypertext links the ability to connect from one computer site to another, as well as standard text. Access to the Internet, combined with the development of commercial network providers e. More recently, user-friendly navigator application software has become available for the WWW. Software such as NetWare, Netscape, and Mosaic have opened the Internet to a new and diverse market place. From the convenience of the classroom a student or teacher can, using a computer and a modem, log into a variety of sites throughout the world. For example, several dozen medical schools, such as the University of Iowa and Johns Hopkins University, are now on the WWW and provide excellent information as well as videos of various human systems in operation. Students can be exposed to a video of a working heart and even create specific heart problems. Students may see a working heart with a dynamic chart that illustrates heart efficiency amount of blood pumped per minute. By clicking on a fat-blocked heart, students watch heart efficiency drop dramatically. The students, engaged in the process now, click on the aorta to see an enlarged view a healthy and a fat-clogged aorta. Next the student clicks on the clogged aorta and receives a written or verbal description of how the heart got this way and its potential impact on the owner. Students can take notes and copy the pictures to a notebook that is built into the program and, when done, can download and print the notes. A number of WWW sites relate to sports, fitness, health, and recreation. Health and recreation pages are very common. The Whole Internet Catalog offers a section on health and includes such topics as substance abuse, safer sex, mental health, and nutrition. Yahoo, organized similarly to the Whole Internet Catalog, is the

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source for numerous different starting points for investigation into health and recreation. The International Food Information Council Foundation is an excellent source for nutrition-related topics. Bradford Woods Outdoor Center is an example of a university-supported home page related to recreation and the outdoors. Sports home pages provide information on a variety of topics related to professional and college sports. However, fitness and physical education is not well represented on the Internet. A LAN provides a physical link between several personal computers and a mainframe or minicomputer White, In some instances paperless classrooms have been developed using the LAN as a communications base. The linking of computer technology through the use of the Internet or CD-ROM with television transmission provides a new dimension to distance education. This technique has been used to link university professors to high school teachers, physical disabled students, and other students who are all physically distant from each other. There may be many existing resources of which professionals are simply unaware. In addition, it may help to find a "techno-buddy" within the organization whom the HPERD professional can ask for help and share information about successful technology undertakings. This may be an excellent opportunity for the teacher to learn from the student.

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## 8: Program Outcomes Guides and Curriculum Maps | Hagerstown Community College

*Medical simulation can be defined as the use of a device or series of devices to emulate a real patient situation for the purposes of education, evaluation, or research. 1, 2 Simulation methodologies can be partitioned into a series of distinct but related modalities.*

The logic behind using standards as the foundation for curriculum, instruction, and assessment is compelling. First, schools, like most other organizations, need to pay at least as much attention to the quality of what they produce, namely graduates—as they do to the processes and content involved. In fact, that is the primary logic behind national and state standards efforts. Second, curriculum content and teacher expectations for students in the same courses and grade levels vary greatly within and across buildings, districts, and states. Although there is no question that teachers need the freedom to teach in different ways to best meet the needs of students, it is difficult to justify that a teacher in one 1st grade classroom can define reading as having students memorize five words per week, while a 1st grade teacher across the hallway has students reading books of all genres throughout the week. This variability could be greatly decreased if schools had a shared understanding of and commitment to the same standards and benchmarks. The standards movement lacks models of practice—that is, of specific strategies that help practitioners use such standards to make sound decisions about curriculum, instruction, and assessment. This chapter presents a standards-based curriculum and assessment design process that can help teachers develop or refine their curriculum in ways that are aligned with their own exit outcomes and with district, state, or national standards. The design process described in this chapter is comprehensive and labor-intensive. It involves the development of a limited number of integrated curriculum units with accompanying assessments that encompass required district, state, and national standards. It requires a fair amount of teacher effort and thought. Obviously, teachers will not be able to design everything they teach with great care, given the time constraints posed by their school-year demands. This process assumes that teachers are given time during the year and in the summer to design one or more integrated units, either individually or as a team. It also presupposes that teachers will devise a long-term strategy for curriculum design, tinkering with 10 to 20 percent of their curriculum yearly and planning to revamp or redesign their entire curriculum over a five- to seven-year period. Before developing a standards-based unit with accompanying assessments, it is important that teachers generate a list or a visual representation of the components of their subject or grade-level curriculum. This task involves listing, webbing, or graphing the concepts, skills, texts, assessments, topics, and outcomes it includes. The curriculum components would be different for elementary, middle, secondary, and special area teachers. What matters is that before committing to the design of one or more multiweek units, teachers have a sense of their year as a whole so they can see how this unit fits into the whole plan.

Beginning of civilization Essential question: What made civilization possible? What was the most important invention to mankind? Why was the Fertile Crescent a perfect place for civilization to emerge? Does Egypt qualify as a great civilization? The Egyptian Game Greece Guiding question: Is Greece the foundation of modern civilization? Can a civilization last forever? What events can lead to the fall of an empire? What is the role of citizens in keeping a civilization strong? Is it necessary to go to war to preserve an empire? What are the similarities between Roman civilization and contemporary United States? Does everyone deserve a voice in government? How were the Crusades both a success and a failure? Is it better to be an expert at one thing or good at many? What were the major events that changed Europe in the past years? Diary of Anne Frank Vietnam Essential question: Was the Vietnam War an exercise in futility? Citizenship, forms of government, and war show up in many different units. I could shift some of these from one unit to another to increase the depth of treatment. Reconceptualization of units from themes to concepts: I could develop one or more units centered on the three most frequently taught concepts. Perhaps I should start the year with citizenship and end with war, leaving remaining units more or less intact. The curriculum design process described here has many possible points of departure. Some

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teachers begin the design process by defining learner outcomes for students and then designing a unit to meet them. What does my district, the state or the nation want my students to know, be able to do and value? Essential and Guiding Questions What compelling questions could I pose to my students to focus my teaching and drive their inquiry and learning? What guiding questions can I use to provide coherence between different sets of lessons and activities? What does quality mean for me and my students? How good is good enough? Because standards-based units require considerable planning and organization, they are best developed when teachers have a block of time available for design—during the summer, for example, or a combination of vacation time, release time during the school year, and after-school meetings. This does not mean that teachers can never claim to have a solid collection of units. Teachers can evolve as designers and reach a point at which they have several units that address all or most required student outcomes and standards. The units themselves undergo some kind of transformation when they come in contact with a group of students. This transformation may be minor, as in extending or rearranging some lessons; or it may be major, as in preserving the organizing center and the culminating assessment, but replacing much of the unit content with more relevant or updated information. Individual teachers or teams of teachers can build a successful unit by following the nine steps described below. The Curriculum Unit Design Module is a step-by-step list of questions and prompts that guide teachers through the development of a standards-based unit from beginning to end. The Template for a Unit Sketch enables teachers to post or list their ideas for unit lessons and assessments within a unit without having to elaborate on them. If teachers sketch using Post-it notes, they can easily reorganize or change the sequence of activities within a unit without investing a significant amount of time. The rubric and accompanying unit rating sheet enable teachers to self-assess their unit development work and to improve unit components that receive low ratings. Appendix A was developed to help teachers assess and revise their curriculum units. The rubrics are not meant to be used as a summative sheet where you might add the scores to generate a grade. Instead, the rubrics should be used as formative tools whereby every rubric dimension is independent from one another. Teachers can assess their work on one or more dimensions if they want to.

**Select an Organizing Center** As stated in Chapter 2, the organizing center is the hub of the unit—what holds it together. The many kinds of organizing centers include topics the American Revolution, African Americans, themes bears, aviation, concepts war, change, flight, problems deforestation in Brazil, violence in schools, and issues human rights, immigration into the United States. One of the most important considerations in selecting an organizing center is the extent to which it can enable teachers to address multiple outcomes and standards.

**State the Rationale** The rationale is the justification for a unit. This rationale uses current social problems and research to advocate for the unit. The percentage of youths aged 12–19 in who reported being victims of student violence on school grounds has risen from 3. More than 6, students were expelled in for bringing firearms to schools. This unit is designed with activities based on research and evaluation studies which provide evidence that the strategies used can prevent or reduce violence or disruptive behavior among youth. The next example illustrates a different kind of rationale. It is an excerpt from a rationale for a unit on the interactions between animals and their environment, developed by 5th grade teacher Lou Parrinello of the Copiague School District in Long Island, New York: Modern scientists utilize multiple lenses when examining a particular organism. This unit employs a student-selected animal as a vehicle to help students discover diversity within the environment, as well as relationships within the ecosystem. In addition, the examination of a particular organism is a wonderful opportunity for students to learn abstract concepts in real world situations Students will be challenged, using a series of questions and activities, to organize and synthesize information about their selected animal while drawing conclusions and identifying relationships between interdependent species.

**Describe the Context and Present an Overview** The description of the context provides needed information about the target audience and grade level for the unit. It also describes prerequisite knowledge and skills as well as necessary time and resources for teaching the unit. The following is an excerpt from the context statement developed by Karen Ann Paquet—a former teacher in the Middle Country School District in Long Island, New York—for a 2nd grade unit that uses bread as a theme for the

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study of cultures: This unit is used as an introduction to cultures and traditional celebrations, especially during the months of October through December when holidays are numerous among people of several different cultures. It is used as a springboard for a yearlong study of different cultural groups, whether domestic or foreign. About an hour-and-a-half is needed each day to work on the unit activities and assessments, although not necessarily in one block of time. The state standards integrated in this unit include languages other than English, English language arts, and social studies. Context statements need not be elaborate. The following is a context statement for the unit developed by Lou Parrinello on animals and their interactions with the environment: This unit was designed for a heterogeneous 5th grade classroom containing special education students and students classified as ESL English as a second language in a multicultural school district. The time frame involved in this unit is four weeks, with approximately 1. It integrates learning standards for mathematics, science, and technology; English language arts; and social studies. This unit begins by having students investigate the interrelationships between animals and their environment through literature and multimedia resources. Students are guided in their learning through the use of extensive questions which are linked to their learning opportunities. The culminating unit project includes an interactive multimedia and oral presentation in the form of a lesson that students have to teach to a different class. Devise Essential and Guiding Questions As described in Chapter 1, essential questions can become the centerpiece of an inquiry-driven unit. They hook students and serve as the means through which the entire unit becomes a coherent whole. Guiding questions support the essential question by framing the various sets of lessons that make up the unit. Here is an example of an essential question with supporting guiding questions for the conflict unit mentioned earlier: When is it better not to mediate a conflict? How is conflict different from violence? What are the roles and responsibilities of a mediator? Determine Exit Outcomes and Indicators Exit outcomes are statements that define what students will know, be able to do, and value as a result of a course of study.

## 9: Curriculum - Wikipedia

*One of the most important steps in curriculum development is the introduction of simulation- based medical teaching and learning. Simulation is a generic term that refers to an artificial representation of a real world process to achieve educational goals through experiential learning. Simulation.*

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