



TEACHING GUIDE
The Physical Education Curriculum Matters ESO, school and
sports education
Master in Teacher Training Secondary School, Vocational
Training and Language Teaching
School of Teaching and Education Sciences
CatholicUniversity of Valencia



The Physical Education Curriculum Matters ESO, school and sports education

		ECTS
COURSE: The Physical Education Curriculum Matters ESO, school and sports education		6
Subject: Subject Complements disciplinary		6
Módulo: Specific to Physical Education		24
Type of Training: Mandatory	CURSE: 1º Semester: 1st	
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MODULE ORGANIZATION

Specific Physical Education				24 ECTS
Duration and placement within the curriculum:				
Field and Subjects				
Subject	ECTS	COURSE	ECTS	Curse/ semestre
Learning and Teaching of Physical Education		Curriculum Physical Education Matters ESO, school and sports education	6	½
		Teaching Physical Education and Sport	6	



TECHING GUIDE SUBJECT/COURSE: Subject Complements disciplinary training / Curriculum for Physical Education Matters ESO, school and sports education	
Prerequisites: None	
GENERAL OBJECTIVES	
a. Analyze and study the curriculum in the area of Physical Education, and meet the planning principles of matter.	
b. Learn to locate and use legal and functional documents that regulate or intervene in the Physical Education Curriculum Matters ESO, school and sports education at the state, regional and own the school level.	
c. Design, develop and evaluate planning and programming related to physical education, attending legislative, individual and contextual characteristics.	
d. Submit ideas, respect those made by their peers and teachers and take criticism on their work.	
e. Present oral communication or poster on a schedule, being able to perform reflections argued that relate elements of the curriculum and classroom teaching program (UDD, sessions and activities).	
f. Synthesize and organize information to be able to use in your daily work in a school.	
g. Express written foreground providing own, original and innovative ideas to help the improvement and development of physical education.	
h. Learning to work in teams, accept roles and make decisions that help to improve the group.	
i. Evaluate and qualify the process and self and others in a critical and reasoned outcome.	
CROSS SKILLS¹	Weighting of competition

¹ List all competitions consecutively. Each must be weighed from 1 to 4 using as a criterion the degree of contribution of the subject / matter to the acquisition and development of competition.



General competencies in relation to the Spanish Qualifications Framework for Higher Education (MECES):	1	2	3	4
G1 Ability to apply acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to Physical Education;		X		
G2 Being able to integrate knowledge and handle complexity, and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;			X	
G3 Can communicate their conclusions (and the knowledge and rationale underpinning) to specialist and non-specialist audiences clearly and unambiguously;			X	
G4 Possessing learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.				X
General competencies in relation to ECI / 3858/2007 Order. G5. Meet curriculum content of the matters relating to physical education, and the body of didactic knowledge around teaching and respective learning. For training the knowledge of the respective professions will be included.				X
G6 Plan, develop and evaluate the process of teaching and learning enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students and guiding them, both individually and in collaboration with other teachers and school professionals.				X
G7. Search, obtain, process and communicate information (oral, print, visual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning of physical education.				X
G8. Fleshing out the curriculum that will be implemented in a school participating in collective planning thereof; develop and implement teaching methodologies both group and custom tailored to the diversity of students.			X	
G9. Design and develop learning spaces with particular attention to fairness, values and emotional education, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.			X	
G10. Acquire strategies to encourage student effort and promote their ability to learn by himself and with others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.				X
G11. Know the processes of interaction and communication in the classroom, mastering skills and social skills necessary to promote learning and living together in the classroom, and addressing discipline problems and conflict resolution.			X	
G12. Design and conduct formal and informal activities to helpmaking a place of participation and culture of the center in the environment		X		



where it is located; perform the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning.				
G13. Knowing the rules and institutional organization of education systems and models of quality improvement with application to schools.		X		
G14. Understand and analyze the historical characteristics of the teaching profession, current situation, perspectives and interaction with the social reality of the time.		X		
G15. Inform and advise families about the process of teaching and learning and on personal, academic and professional orientation of their children.	X			

SPECIFIC SKILLS				
	1	2	3	4
E3. Meet contexts and situations in which they are used or implemented various curricula.				X
E5. Transform the educational activities and programs of work.				X
E9. Learn strategies and evaluation techniques and understand evaluation as a tool to regulate and encourage the effort.			X	
E10. Know and apply innovative teaching proposals in the area of specialization that submitted.		X		
E13. Know and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.			X	

SKILLS LEARNING	OUTCOMES
1. Analyze and study the curriculum of PE area and know the principles of planning matters.	E1, E2, E4, E9
2. Design and develop a planning and scheduling on Physical Education, attending legislative, individual and contextual characteristics.	E1, E3, E5, E13
3. Exhibit oral communication or poster on a schedule, being able to perform reflections argued that relate elements of the curriculum and classroom teaching program (UDD, sessions and activities). It is INTENDED TARGETS.	E5, E6, E8, E13
4. Synthesize and organize information to be able to use in their daily work in a school.	E3, E10



5. Express written foreground providing own, original and innovative ideas to help the improvement and development of physical education.	E11, E12, E13
6. Learning to work in teams, accept roles and make decisions that help to improve the group.	E6, E7
7. Evaluation and classification process and self and others in a critical and reasoned outcome.	E9, E11

EDUCATIONAL ACTIVITIES WORK			
ACTIVITY	Teaching-Learning	Relationship with Learning Outcomes for the course	ECTS ²
CLASS ATTENDANCE	Showroom by the teacher, competency analysis, explanation and demonstration of skills, abilities and knowledge in the classroom. 0.4 R1	R1	0,4
	Breakout sessions in groups supervised by the teacher. Studies, diagnostic tests, issues, field study, computer room, views, data search, libraries, networking, Internet, etc.	R2, R4, R6	0,8
PRACTICAL CLASSES	Meaningful construction of knowledge through interaction and student activity. R2, R4, R6 0.8	R2, R6	0,2
LABORATORY	Activities in spaces with special equipment: computer room. R2, R6 0.2	R2, R5, R6	0.1

² The subject and / or material is organized in EDUCATIONAL ACTIVITIES WORK and TRAINING ACTIVITIES INDEPENDENT STUDENT WORK, with an estimated percentage ECTS. Proper distribution is as follows: 35-40% for On Campus Training Activities and 65-60% for Self Employment. (For a subject of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology described in this guide in a generic way, shape in the teaching units in which the course is organized and / or subject



SEMINAR	Supervised monographic sessions with shared participation R2, R5, R6 0.1	R3	0.6
WORK GROUP EXHIBITION	Application of multidisciplinary knowledge R3 0.6	R2, R5, R6	0.1
TUTORING	Set of oral and / or written tests used in the initial, formative assessment or aditiva of student.	R3, R7	0,2
Totally			(2,4*)

EDUCATIONAL ACTIVITIES INDEPENDENT STUDENT WORK			
ACTIVITY	Teaching-Learning	Relationship with Learning Outcomes for the course	ECTS
GROUP WORK	Preparedness group readings, essays, problem solving, seminars, papers, reports, etc. to post or deliver the lectures, practical classes and / or small group tutoring.	R2, R5, R6	2,5
SELF-EMPLOYMENT	Work done on the platform of the university (www.plataforma.ucv.es)	R2, R4, R5	1,1
Total			(3,6*)

ASSESSMENT SYSTEM ACQUISITION OF SKILLS AND GRADING VIA CONTINUOUS AND FINAL-PROCEDURE		
A. Procedurally continuous (≥ 80 assists)		
AssessmentTool	LEARNING OUTCOMES ASSESSED	Percentageawarded
Design and development of a programming presentation PA	R1, R2, R4, R5, R6	50%
	R3, R4, R6	20%



Co-evaluation of inter-group	R7	10%
Co-evaluation of intra-group	R7	10%
Attendance and active participation in class	R1, R2, R3, R6, R7	10%
Complementary tasks		
Support groups and other peer assessment	R4, R7	5%

DESCRIPTION OF CONTENTS	COMPETENCIAS
1. STATE LEGISLATIVE CONTEXT OF EDUCATIONAL. 1.1. Introduction. 1.2. Education Law 1.3. Guidelines legislation in relation to the area of Physical Education	E1, E2
2 CURRICULUM IN PHYSICAL EDUCATION. 2.1. Concept, rationale, features and components of the curriculum. 2.2. Approaches and types of curriculum. 2.3. Levels of specificity of the curriculum.	E5
3 CURRICULAR ELEMENTS AND TIMING. 3.1. The core competencies. 3.2. The objectives. 3.3. Content. 3.4. The timing.	E3, E5
4 PRINCIPLES OF PHYSICAL EDUCATION PLANNING. 4.1 Delimitation terminology. 4.2. Programming types. 4.3. Principles governing planning in PE. 4.4. Aims of the programming. 4.5. Structure of teaching programs and classroom	E3, E4, E5, E6
5 EVALUATION IN PHYSICAL EDUCATION. 5.1. Delimitation, types and functions. 5.2 Assessment instruments. 5.3. The evaluation board	E9, E13



STANDARD OF WORK

Design and development of a programming

- Require a cluster pairs
- The work will be supervised during lectures and tutorials.
- A copy is delivered in print and / or digital (CD or virtual classroom) programming classroom.
- Delivery day of work:
 - Word document will be performed and shall contain the following sections: Home, index, educational programming, classroom programming, references, Annex I: Final reflection and self separate from each of the authors note.
 - Teaching Programming: Rationale, contextualization, curricular elements (basic skills, goals stage area objectives, course objectives, course content for classifieds, evaluation criteria for each course), Table UDD timing all ESO-reference table of the elements curriculum.
 - Classroom Programming: Introduction and explanation of the course, UDD summary of the selected course with all the necessary elements (Course, quarter, week, date, number of sessions, UDD name, brief description, curricular elements (basic skills, goals stage , area targets, objectives for courses, teaching objectives, contents of classified courses, course assessment criteria, assessment criteria UDD, rating system, resources for evaluation, methodology, materials, resources and facilities, attention to diversity mainstreaming, sequencing session), conclusion and final thoughts.

Presentation of the programs:

- Require a cluster pairs
- The work will be supervised during lectures and tutorials.



- A copy is delivered in print and / or digital (CD or virtual classroom) programming classroom.
- Delivery day of work:
 - o The presentation will take place in one of two formats:
 - ☐ Communication of 15 min. (note 0-10):
 - Sections: Justification, context, timing stage, interrelation box curricular elements, summary of the UD, and EF session.
 - ☐ Poster 5 min. (note 0-7):
 - Sections: Title, authors, justification and context, timing of stage and abstract UD.
 - Dimensions of the poster: A1 vertically.

Co-evaluation of inter-group

This task is to attend the presentation of two letters and two other groups poster of your own kind of MPS, and conduct a peer assessment of each of using argumentation (by instrument type).

Co-evaluation of intra-group

This task consists in evaluating the group itself, it is evaluated with a numerical score from 0 to 10 and pass the note of 10 between the components of group consensus, assigned justified for each person in the group% according to the work done . The total sum of the percentages should be 100, is required to justify the evaluation and percentages.

Additional Tasks: Assistance and peer assessment other groups.

This additional task is to attend the presentation of two letters and two poster of groups that are not your kind of MPS, and conduct a peer assessment of each of using argumentation (by type instrument).



TEMPORAL ORGANIZATION OF LEARNING:		
	BLOCK CONTENT / TEACHING UNIT	NºSESSION
1	EDUCATIONAL STATUS OF LEGISLATIVE CONTEXT	
2	CURRICULUM IN PHYSICAL EDUCATION	
3	CURRICULUM ELEMENTS AND TIMING	
4	PLANNING PRINCIPLES OF PHYSICAL EDUCATION	
5	EVALUATION IN PHYSICAL EDUCATION	
6	FEEDBACK PAs	
7	DAYS Exhibitions Hall (communication / poster)	
8	SELF / SELF-CRITICISM	
	TOTAL	



REFERENCES

Basic

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- 📖 Díaz Lucea, J. (1994). *El currículum de educación física en la Reforma Educativa*. Barcelona: Inde.
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Complementary

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- 📖 Devís, J. & Peiró, C. (1992). *Nuevas perspectivas curriculares en Educación Física: la salud y los juegos modificados*. Barcelona: Inde.
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Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case,



students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- ☐ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

- ☐ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.