



Fayetteville State University
School of Education
Department of Health, Physical Education and Human Services

Undergraduate
 EDUC 460 - Methods /Metrls TCH SEC Physical Education (K-12)

1. LOCATOR INFORMATION

Semester	Fall 2009
Credit Hours	3
Course Number and Name:	EDUC 460-Methods/MetrlsTCH SEC Physical Education

Instructor	Office Location	Office Telephone	Email
Dr. Peggy L. Green	Health & Physical Education Complex (HPEC) 323	672-2609	gelliott@uncfsu.edu
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2. COURSE DESCRIPTION

An introduction to activities, teaching strategies, materials, and resources applicable to the physical education of students in grades K-12.

This course is designed to expose physical education majors to the use of physical activities in the total development of the elementary and secondary age student. Emphasis will be placed on understanding of the objectives, characteristics, and activities to satisfy the groups' growth and methods and materials of present activities to this age group. Areas of concentration will include movement education, rhythms, games of low organization, body manipulative, object manipulative, and specific sport skills. Besides on campus learning, the student will gain experience in the public schools.

3. TEXTBOOK

Pangrazi, Robert P., *Dynamic Physical Education for Elementary School Children* 15th edition, 2006 by Allyn and Bacon.

Darst, Paul W. and Pangrazi, Robert P. *Dynamic Physical Education for Secondary School Students*, 5th Edition, 2005, Benjamin Cummings.

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

5. COURSE GOALS AND OBJECTIVES

To develop a knowledge of the limitations and needs of the handicapped. The student will select appropriate motor activities that insure the optimal physical and intellectual development of the handicapped child.

Rhythms, rope jumping routines, hula hoop routines, exercise routines, and lummi sticks and successfully teaching these activities to children in the elementary school.

To demonstrate the ability to utilize five approaches to creative dance by preparing lesson plans and successfully teaching a minimum of ten lessons to children in the elementary.

To teach folk and square dance to children in the elementary school.

To construct and identify educationally sound objectives for physical education.

To demonstrate successful methodology in teaching physical education to elementary and secondary students.

To exhibit educationally sound planning through the development of lesson plans, sequential teaching units, and projected yearly curriculum guides.

To be able to recognize inefficient movement patterns and make suggestions for correction of the deviations.

To be able to design appropriate learning experiences based on the elements of movement.

To be specifically identify and discuss his educational philosophy for teaching physical education.

To write physical education units that develop the major components of fitness appropriate for elementary and secondary levels.

To be able to design and teach perceptual-motor activities for primary grade children.

To be able to demonstrate an accomplished skill level in a variety of activities.

The student will specifically identify and discuss the educational philosophy for teaching physical education.

6. NASPE/NCATE/NCDPI Standards for Physical Education Bachelor's Degree License:

NASPE/NCATE/NCDPI (NCSCS) Standards	Assessment (s)
<p>Standard 1. Content Knowledge: Physical education teachers understand physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge.</p> <p>Indicator 1: Identify elements of motor skills performance, and combine motor skills into developmentally appropriate sequences.</p> <p>Indicator 2: Demonstrate motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, <i>Healthful Living, K-12</i> (Physical Education component.)</p> <p>Indicator 3: Describe performance concepts and strategies related to skillful movement and physical activity.</p> <p>Indicator 4: Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness.</p> <p>Indicator 5: Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.</p> <p>Indicator 6: Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12).</p> <p>Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs.</p>	<ol style="list-style-type: none"> 1. Six point lesson plan, Skills Test, Written Test, Bit Teaching (Reflective) 2. Six point lesson plan, Skills/Written Test, Movement Pattern Checklist. 3. Biomechanical Factors that affect movement, Six Point Lesson Plan Format. 4. Biomechanical Factors that affect movement, Six Point Lesson Plan Format, Written/Verbal Test. 5. Lecture/Discussion, Biomechanical Factors that affect movement, Principles, Six Point Lesson Plan Format, Written Test. 6. Examination, Discussion, Standards, Six Point Lesson Format, Unit Curriculum Plans, Assigned Websites Evidence. 7. Curriculum and Unit Plans, Teaching Styles, Standards, Assignments, Examination.
<p>Standard 2. Growth and Development: A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development. The focus of this standard is application of growth and development concepts to specific teaching experiences.</p>	<ol style="list-style-type: none"> 1. Six Point Lesson Plan Examination (Guided Practice). 2. Six Pint Lesson Plan, Presentations, Principles, Handouts, Examinations. 3. Six Point Lesson Plan Format, Bit Teaching Examination.
<p>Indicator 1: Monitor individual and group performance in order to</p>	

<p>ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains.</p>	
<p>Indicator 2: Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills.</p> <p>Indicator 3: Identify, 3. Six Point Lesson Plan, Examination.</p> <p>select, and implement developmentally appropriate learning/ practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.</p> <p>Standard 3. Management and Motivation: A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.</p> <p>Indicator 1: Use managerial routines that create productive learning experiences and environments.</p> <p>Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences.</p> <p>Indicator 3: Use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.</p>	<ol style="list-style-type: none"> 1. Classroom rules, warm-up, Six Point Lesson Plan, Presentations, Lecture and Discussion, Group work and Reflective Teaching. 2. Six Point Lesson Plan, Examination. 3. Six Point Lesson Plan, Examination. 4. Six Point Lesson Plan, Examination. 5. Six Point Lesson Plan, Examination.
<p>Indicator 4: Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.</p> <p>Indicator 5: Develop effective behavior management strategies.</p>	
<p>Standard 4. Communication: A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and</p>	<ol style="list-style-type: none"> 1. Six Point Lesson Plan, Bit Teaching, Terminology, Presentations, Lecture and Discussion, Group work, Role Playing Reflective Teaching, Examination.

model appropriate behavior.	
<p>Indicator 1: Physical education teachers communicate in ways that demonstrate sensitivity to all learners.</p> <p>Indicator 2: Physical education teachers communicate managerial and instructional information in a variety of ways.</p> <p>Indicator 3: Describe and demonstrate effective communication skills.</p> <p>Indicator 4: Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.</p>	<p>2. Six Point Lesson Plan, Bit Teaching, Terminology, Presentations, Lecture and Discussion, Group work, Role Playing Reflective Teaching, Examination.</p> <p>3. Six Point Lesson Plan, Bit Teaching, Terminology, Presentations, Lecture and Discussion, Group work, Role Playing Reflective Teaching, Examination.</p> <p>4. Six Point Lesson Plan, Bit Teaching, Terminology, Presentations, Lecture and Discussion, Group work, Role Playing Reflective Teaching, Examination.</p>
<p>Standard 5. Pedagogy: A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g., Physical Education, K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.</p>	<p>1. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p> <p>2. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p> <p>3. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p> <p>4. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p>
<p>Indicator 1: Identify, develop, and implement developmentally appropriate program and instructional goals.</p>	<p>5. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p> <p>6. Standards, Curriculum and Unit</p>

	<p>Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p> <p>7. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p> <p>8. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p>
<p>Indicator 2: Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels.</p> <p>Indicator 3: Select and implement instructional strategies, based on content, learner needs, facilities and equipment, context, and safety issues, to enhance learning in the physical activity setting.</p> <p>Indicator 4: Design and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction.</p> <p>Indicator 5: Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences.</p> <p>Indicator 6: Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas.</p>	<p>9. Standards, Curriculum and Unit Plans, Six Point Lesson Plan, Bit Teaching, Observation, and Examination.</p>
<p>Indicator 7: Select and utilize teaching resources and curriculum materials.</p> <p>Indicator 8: Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences.</p> <p>Indicator 9: Develop a repertoire of direct and indirect instructional strategies to accommodate student learning in movement settings.</p> <p>Standard 6. Learner Assessment: A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various</p>	<p>1. Absolute Grading Scale, Six Point Lesson Plan, (Guided Practice, Independent Practice) Practicum, Examination.</p> <p>2. Absolute Grading Scale, Six Point Lesson Plan, (Guided Practice,</p>

<p>assessments.</p> <p>Indicator 1: Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias</p> <p>Indicator 2: Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress.</p> <p>Indicator 3: Involve learners in self and peer assessment.</p> <p>Indicator 4: Interpret and use performance data to make informed curricular and instructional decisions.</p> <p>Standard 7. Technology: A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.</p>	<p>Independent Practice) Practicum, Examination.</p> <p>3. Absolute Grading Scale, Six Point Lesson Plan, (Guided Practice, Independent Practice) Practicum, Examination.</p> <p>4. Absolute Grading Scale, Six Point Lesson Plan, (Guided Practice, Independent Practice) Practicum, Examination.</p> <p>1. Website Assignments, Presentations, Lesson Plans, Bit Teaching (Reflective), Blackboard, Examination by peers.</p>
<p>Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.</p>	<p>2. Website Assignments, Presentations, Lesson Plans, Bit Teaching (Reflective), Blackboard, Examination by peers.</p>
<p>Indicator 2: Design, develop, and implement learning activities that integrate information technology.</p> <p>Indicator 3: Use technologies to communicate, network, locate resources, and enhance continuing professional development.</p> <p>Standard 8. Diverse Learners: A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.</p> <p>Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/ weaknesses, multiple needs, learning styles, and/or experiences</p>	<p>3. Website Assignments, Presentations, Lesson Plans, Bit Teaching (Reflective), Blackboard, Examination by peers.</p> <p>1. Six Point Lesson Plan, Bit Teaching, (Reflective), Presentations, Lecture and Discussion, Group work, Role Playing, and Examination by peers.</p> <p>2. Six Point Lesson Plan, Bit Teaching, (Reflective), Presentations, Lecture and Discussion, Group work,</p>

<p>of learners.</p> <p>Indicator 2: Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners.</p> <p>Indicator 3: Create a learning environment that respects and incorporates learners' cultural experiences.</p> <p>Standard 9. Reflection and Professional Growth: A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and fellow professionals) and seeks opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.</p> <p>Indicator 1: Apply the five-step NC Performance-Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learner responses in order to improve instruction and enhance learning.</p>	<p>Role Playing, and Examination by peers.</p> <p>3. Six Point Lesson Plan, Bit Teaching, (Reflective), Presentations, Lecture and Discussion, Group work, Role Playing, and Examination by peers.</p> <p>1. Personal Philosophy, Resume, Goals and Objectives, Definition of Major, Websites, Blackboard, Bit Teaching, (Reflective), Handouts, Textbooks.</p> <p>2. Membership in the local, state, and national associations, and attend workshops and conferences.</p>
<p>Indicator 2: Use available resources to develop as a physical education professional.</p> <p>Indicator 3: Construct a plan for continued professional growth.</p> <p>Standard 10. Collaboration: A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard also encourages teacher candidates to seek opportunities to promote and advocate for quality physical education.</p> <p>Indicator 1: Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.</p> <p>Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.</p> <p>Indicator 3: Actively participate in physical education/activity professional organizations.</p> <p>Indicator 4: Identify and seek community resources to enhance physical education opportunities.</p>	<p>3. Membership in the local, state, and national associations, and attend workshops and conferences.</p> <p>4. Local state and national websites.</p>

7. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Readings, applied projects and chapter questions (with rubrics), course lecture/class discussion board topics, chapter questions, (with rubrics) and course lectures, and readings (with rubrics)
X	2. Teachers know how to teach students.	Applied projects, course lecture/class discussion and discussion boards topics, chapter questions (with rubrics) and course lecturers, and readings, (with rubrics)
X	3. Teachers are successful in teaching a diverse population of students.	Applied projects (with rubrics) re: inclusion, accommodations, collaboration of students at the K-12.
X	4. Teachers are leaders.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures, and lectures, and readings (with rubrics)
X	5. Teachers are reflective about their practice	Analyze applied projects and discussion board (with rubrics)
X	6. Teachers respect and care about students.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures, and readings (with rubrics)

8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures and readings (with rubrics)
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures and readings (with rubrics)
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	Applied projects and discussion board topics, chapter questions, (with rubrics)

X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Applied projects, course lecture and discussion board topics, chapter questions (with rubrics) and course lectures and readings (with rubics)
X	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Applied projects, course lecture and readings (with rubics) discussion board (with rubics)
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Applied projects, course lecture and readings (with rubics) discussion board (with rubics)

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
X	Productivity tool (Power Point)
X	Presentation software
X	Internet
X	Web page construction
X	e-mail
	On-line applications
X	Grade book
X	Video camera
X	Scanner
	Excel
X	Smart board
	Lap Top and LCD panel
X	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Blackboard Usage
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Unit and Lesson Plans
X	3. Teachers implement curriculum plans that	Instructional Planning

	include methods and strategies for applying technology to maximize student learning.	
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
X	5. Teachers use technology to enhance their productivity and professional practice.	Blackboard Usage
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	Unit and Lesson Plans Research

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others	X	

Other _____

11. GENERAL REQUIREMENTS

- A. Bit Teaching (Elementary)
- B. Yearly Curriculum Outline

Due:

Due:

- | | | |
|----|--------------------------|------|
| C. | Movement Skill Survey | Due: |
| D. | Bit Teaching (Secondary) | Due: |
| E. | Unit Plans | Due: |

12. EVALUATION CRITERIA (Physical Education Grade K-6)

Test 1	20%
Bit Teaching Ele (5 hr observation)	10%
Skill Test on Body Manipulative Skills	15%
Assignments 10 to be handed in (typed)	20%
Mid-semester	20%
Seminars	05%
Course requirement (Physical Education)	
1.	Daily class attendance required (No tardies)
2.	All assignments must be completed and submitted on date due or you will receive an "F"

Grade 7-12 (Physical Education)

Test 3	15%
Unit Plans (2)	20%
Bit Teaching Secondary (1)	15%
Yearly Curriculum Outline	15%
Assignments (9) to be handed in (typed)	20%
Final Examination	15%
Must be a member of the PEM Club and NCAHPERD	5%

13. COURSE OUTLINE (with Assignment Schedule)

Week 1

Topic Assignment, Syllabus Review, Course Requirements
 Attendance Policy, Practicum Requirement
 Read Ch. 1-Elementary School Physical Education
 Lecture and Discuss Body Manipulative Skills
 Lecture and Discuss The Six Point Lesson Plan
 Lecture and Discuss Operational Objectives of Physical Education
 Lecture and Discuss Fundamental Movements

Assignment 1-Define body image, perceptual constancy, figure-ground perceptions, visual motor coordination, laterality, directionality.

Week 2

Read Ch2.-Teaching Children in the Physical Education Environment
 Practice and Demonstrate Body Manipulative Skills
 Review Assignment 1
 Discuss and Demonstrate Progression for Teaching the skills of Chasing, Fleeing, and Dodging
 Discuss and Demonstrate the Progression for Teaching the Skills of Jumping and Landing

Assignment 2-Submit in writing a list of equipment you would recommend for use in a perceptual motor program. Emphasize equipment that could be made or improvised rather than commercial equipment. (Type)

Attend and participate in all classes during which education activities will be presented. Body manipulative, object manipulative specific sport skills.

Week 3

Read Ch.3-Planning for Quality Instruction

Discuss and Demonstrate the Progression for Teaching the Skill of Balancing

Discuss Strategies for Building Positive Interactions, Tolerance, and Respect among Children

Discuss Strategies for Modifying Activities for Children who are Severely Overweight

Discuss Teaching Strategies for Promoting Gender Equity.

Practice and Demonstrate Element of Rhythms

A Progression Tree for Teaching Rhythmic Movement

Assignment 3-Write five good problem-solving activities for one of the factors of movement and present these to your FSU class at a designated times. (Type)

Submit written descriptions of (1) shoulder roll, (2) forward roll, (4) tripod, (5) headstand. Give teaching procedures for each. (Type)

Week 4

Read Ch7-Children with Disabilities

Discuss Potential Childhood Disabilities or Special Needs

Discuss the Benefits of Inclusion Programs for Physical Education

Discuss Movement Concepts Taught in Physical Education

Test

Assignment 4 – Attend and participate in all classes during which approaches to dance making will be presented.

Submit 6 poems that are suitable for dance interpretation in elementary school. Do not use nursery rhymes. (Type).

Week 5

Read Chp.9-Legal Liability, Supervision and Safety

Practice and Demonstrate Creating an Inclusive Learning Environment

Demonstrate Modifications to Accommodate Students with Special Needs

Assignment 5-Locate a game which could be used to meet one of the following objectives and skills, (4) throwing, (5) kicking skills, (6) striking skills. (Type).

Submit two typed lesson plans for creative dance for a chosen grade level

The plans should be based on imagery, and the idea or words. Avoid activities such as animal walks and nursery rhymes.

Week 6

Read Ch.5-Management and Discipline

Discuss and Demonstrate Object Manipulative Skills

-Progression for Children Developing Throwing Skills

-Progression for Children Developing Kicking Skills

Assignment 6-Bit teaching (5 hours, observation) (Type)

Submit a typewritten lesson plan for a singing game, folk dance, or square dance for a chosen grade level. (Type)

Submit a typewritten lesson (30 minutes) for either a game of low organization or a lead-up game.

Depending on the complexity of the game, more than one game might be necessary. Plan for 30 minutes for activity.

Week 7

Read Ch 10-Facilities Equipment and Supplies

Discuss the Progression for Children Developing Catching Skills

Discuss the Progression for Children Developing Punting Skills

Discuss the Progression for Children Developing Dribbling with the Hand Skills

Discuss the Progression for Children Developing Dribbling with the Feet

Assignment 7 – Submit a plan for a perceptual motor training areas for grades K-2. Included in this paper there will be a diagram of the location

Of equipment and for each activity in the area there will be a list of perceptual motor abilities the activity is designed to enhance. (Type)

Administer a movement skills survey located in the Appendix to a child age 5-8 years. Submit with the completed survey a written summary of this experience. (Type)

Week 8

Read Ch.11 – Interdisciplinary Instruction and Rainy Day Activities

Discuss the Progression for Developmental Process in Learning to Dribble with the Hand

Discuss the Progression for Children Developing Volleying Skills.

Discuss the Progression for Children Developing Striking with Long-Handled Implements Skills

Discuss the Progression for Children Developing Striking with Rackets and Paddle Skills

Assignment 8-Submit two typed 30 minutes lesson plans for movement exploration without equipment

Week 9

Mid-term Exam-Written Exam

Skills-Body manipulative

Object manipulative

Week 10

Read Ch 13-Intramurals, Sport Clubs, and Athletics

Answer questions in library on reserve

Lecture and Discuss the Philosophy of Physical Education

Lecture and Discuss some of the more pertinent questions perspective teachers could ask themselves

Lecture and discuss the General Objective of Education

Assignment 10-Summarize 3 articles which develop into behavioral objectives and its relationship to education and physical education based program (Type).

Week 11

Read Ch 2-The Impact of Physical Activity on Adolescents

Lecture and Discuss the Basics of Physical Education

Lecture and Discuss the Objectives of Physical Education and Historical Development

Lecture and Discuss the Guidelines for a Modern Program of Physical Education

Develop and Discuss the Format for Unit Plan

Assignment 11-Summarize in its entirety the following text: Preparing Instructional Objectives by Robert F. Mager. (Type)

Week 12

Read Ch 4-Curriculum Models

Demonstrate and Discuss the Desirable Manifestation of the Play Urge

Discuss the Weakness and Strengths of Teaching Methods

Discuss the Philosophical Profiles for Physical Educators

Discuss and Demonstrate Grade Placement Block Plan

Discuss the Learning that training is designed to produce

Assignment 12-Summarize three articles relating to physical education and its relations to education (Type)

Write two units in physical education which is acceptable for classroom presentation. (Type)

Week 13

Read Ch.5-Planning for Effective Instruction

Discuss the Major Categories in the Cognitive Domain

The Revised Bloom Edition, and F. Maizon edition

Discuss and Demonstrate Games Using Improvised Equipment

Assignment 13-Identify the following and write a brief summary on each:

Idealism, Realism, Parrenialism, Pragmatism, Reconstructionalism, and Existentialism. (Type)

Week 14

Read Ch 16-Physical Fitness

Discuss and demonstrates the basic concept of Circuit Testing

Discuss some of the roles of the eight body systems in the development of Physical Fitness Exam

Week 15

Read Ch 12-Liability and Safety

Discuss the Principles of Teaching

Discuss some of the more pertinent questions all prospective teachers could ask themselves

Discuss the Basic Aim of Physical Education

Assignment 15-Teach a classroom game to the FSU class during a designated class period. In order to avoid duplication of games, write the name of your game on a list kept by the instructor

Week 16

Read Ch 18-Promoting, Cooperating, and Inclusion: Nontraditional Units of Instructors

Discuss the Role of Motivation

Discuss Curriculum Planning

Assignment 16-Select three methods of teaching and define the strengths and weaknesses of each (Type)

Week 17

Read Ch 19-Sports

Discuss Understanding the Students
Discuss the Physical Characteristics of Adolescent Boys

Assignment 17-Three yearly curriculum outlines using the level format in *Physical Education for Children* by Gabbard, LeBlanc, and Lowry. (Type).

Week 18
Exam

14. TEACHING STRATEGIES (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.

1. Lecture
2. Discussion
3. Student Presentations
4. Clinical Experiences
5. Video review and analysis
6. Cooperate learning groups
7. Problem solving
8. Demonstration
9. Question-Answer
10. Textbook

15. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

ABSENTEE POLICY

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average.

Example: Final grade average 92=A; 3 unexcused absences=minus 3 points, 3 points deducted (92-3=89)=B grade

Excused absences include DOCUMENTED emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc. or instructors approval. This policy includes all levels of classes (100 thru 400 level.)

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

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