



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

**1. LOCATOR INFORMATION**

Semester: Fall 2010  
Credit Hours: 6  
Course Number and Name: EDUC 480 Student Teaching

Course Location and Meeting Time: \_\_\_\_\_

Office Hours: \_\_\_\_\_

Instructor: Dr. Gloria Elliott  
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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@broncos.uncfsu.edu](mailto:username@broncos.uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

The educational professional as a facilitator of learning most carefully evaluate the needs of students in order to promote a positive learning environment. Instruction should motivate students to improve their level of academic performance and social attitudes. Student teaching is the level of academic performance and social attitudes. Student teaching is the culmination of the professional education experience. This activity takes place in the public school and provides an opportunity for the student to participate in observation, teaching and all other activities expected of the regular in service teaching.

(An internship in the public secondary school providing prospective education professional with opportunities to observe professional in the classroom, to practice teaching under supervision, and to participate in other activities expected of regular inservice teachers. (Fall and Spring) Prerequisites: All required methods courses.)

**3. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**4. TEXTBOOKS**

Schmottlach, Neil, McNamara, Jerre, The Physical Education Handbook. 2004, 13<sup>th</sup> Edition, Allyn & Bacon

**5. COURSE GOALS AND OBJECTIVES**

To analyze basic movement patterns for the purpose of evaluating student performance and developing programs which are educationally sound in order to further the growth and development of young people.

To analyze motor skill development in terms of performance in order to be able to utilize the information in teaching correct mechanics in the execution of movement for sport.

To have knowledge of physical readiness for growth and development patterns so that proper activities can be prescribed for young people which are pertinent to their level of performance.

To be able to apply physiological information concerning the human body to programs of general fitness and well-being for individuals.

To be able to screen out atypical students and provide special education for those students as indicated by their individual needs.

To demonstrate through teaching the ability to bring about desired behavioral changes in the learner.

To demonstrate those humanistic qualities normally found in competent teachers including communication skills, awareness of racial and ethnic differences, and the ability to work with peers such as other teachers, administrators and parents.

To be able to effectively teach physical education in grades K-12, utilizing the most up-to-date teaching methods, organizational patterns, and administrative procedures and providing course content which is germane to the needs of each individual pupil.

#### 6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

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

Standards used in this course	NCDPI Physical Education Standards	NCATE Standards	Assessment(s)
	<b>1. 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.</b>	Content Knowledge	
	Indicator 1: Identify elements of motor skills performance, and combine motor skills into developmentally appropriate sequences	Content Knowledge	
	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.)	Content Knowledge	
	Indicator 3: Describe performance concepts and strategies related to skillful movement and physical activity.	Content Knowledge	
X	Indicator 4: Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness.	Pedagogical Content Knowledge	
X	Indicator 5: Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.	Content Knowledge Pedagogical Content Knowledge	
	Indicator 6: Demonstrate knowledge of approved local, state, and national content	Professional Pedagogical	

Standards used in this course	NCDPI Physical Education Standards	NCATE Standards	Assessment(s)
X	standards (e.g. Physical Education, K-12).	Content Knowledge Student Learning	
X	Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>2. 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.</b>		
X	Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 2: Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learner environment, and the activity/task to promote learning.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>3. 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.</b>	Professional Knowledge Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Use managerial routines that create productive learning experiences and environments.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Use a variety of developmentally	Professional	

Standards used in this course	NCDPI Physical Education Standards	NCATE Standards	Assessment(s)
X	appropriate practices to motivate learners to participate in physical activity inside and outside of the school.	Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 4: Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.		
	Indicator 5: Develop effective behavior management strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>4. 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 model appropriate behavior.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Physical Education teachers communicate in ways that demonstrate sensitivity to all learners.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 2: Physical education teachers communicate managerial and instructional information in a variety of ways.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Describe and demonstrate effective communication skills.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 4: Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>5. 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</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	

Standards used in this course	NCDPI Physical Education Standards	NCATE Standards	Assessment(s)
	<b>skills.</b>		
	Indicator 1: Identify, develop, and implement developmentally appropriate program and instructional goals.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	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.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 4: Design and implement learning experiences that are safe, developmentally appropriate, relevant and based on principles of effective instruction.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 5: Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 6: Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas.		
	Indicator 7: Select and utilize teaching resources and curriculum materials.		
	Indicator 8: Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences.		
	Indicator 9: Develop a repertoire of direct and indirect instructional strategies to accommodate student learning in movement settings.		
	<b>6. 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 assessments.</b>		
	Indicator 1: Identify key components of various types of assessments, describe their appropriate and inappropriate use, and		

Standards used in this course	NCDPI Physical Education Standards	NCATE Standards	Assessment(s)
	address issues of validity, reliability, and bias.		
	Indicator 2: Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress.		
	Indicator 3: Involve learners in self and peer assessment.		
	Indicator 4: Interpret and use performance data to make informed curricular and instructional decisions.		
	<b>7. A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.</b>		
	Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.		
	Indicator 2: Design, develop, and implement learning activities that integrate information technology.		
	Indicator 3: Use technologies to communicate, network, locate resources, and enhance continuing professional development.		
	<b>8. 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.</b>		
	Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/weaknesses, multiple needs, learning styles, and/or experiences of learners.		
	Indicator 2: Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners.		
	Indicator 3: Create a learning environment that respects and incorporates learners' cultural experiences.		
	<b>9. A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on other (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 a teacher candidates.</b>		
	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.		

Standards used in this course	NCDPI Physical Education Standards	NCATE Standards	Assessment(s)
	Indicator 2: Use available resources to develop as a physical education professional.		
	Indicator 3: Construct a plan for continued professional growth.		
	<b>10. 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.</b>		
	Indicator 1: Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.		
	Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.		
	Indicator 3: Actively participate in physical education/activity professional organizations.		
	Indicator 4: Identify and seek community resources to enhance physical education opportunities.		

**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 board topics, chapter questions (with rubrics) and course lectures, 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 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 & discussion board topics, chapter questions (with rubrics) & 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 the individual learners.	Applied projects, course lecture & discussion board topics, chapter questions (with rubrics) & course lectures, and readings (with rubrics)
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 lectures, and readings (with rubrics) Discussion board (with rubrics)
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Applied projects, course lectures, and readings (with rubrics) & Discussion board (with rubrics)

## 9. TECHNOLOGY

This course will help strengthen and enhances 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
	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
	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
	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 Plan Discussion

## 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-reflections	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		

## 11. GENERAL REQUIREMENTS

- Each student is required to report and remain at assigned school (student teaching classroom) for the entire school day for the first five weeks of the semester each Monday.
- Each student is required to attend a one-hour class, on campus each week (according to class schedule) for the first five weeks of the semester.
- Each student is required to attend a pre-mid-post student teaching seminar. Also receptions.
- Each student is required to complete a ten-week, full-time student teaching practicum beginning with sixth week of the semester, in accordance with the Student Teaching Handbook.

## 12. EVALUATION CRITERIA

Orientation/Observation (5 Mondays)	5%
Five one-hour classes (on campus)	5%
Pre-Mid-Post Seminar	10%
Student Teaching (ten-weeks)	80%

### FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

Use of cell phones and other electronic devices

Overt inattentiveness (sleeping, reading newspapers)

Eating in class (except as permitted by the faculty member)

Threats or statements that jeopardize the safety of the student and others

Failure to follow reasonable requests of faculty members

Entering class late or leaving class early on regular basis

Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

Direct student to cease disruptive behavior.

Direct student to change seating locations.

Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.

Dismiss class for the remainder of the period. (Must be reported to department chair.)

Lower the student’s final exam by a maximum of one-letter grade.

File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

## 13. COURSE OUTLINE (with Assignment Schedule)

### Week 1

Orientation/Observation All day 5 Mondays

Syllabus Review, Course Requirements, Attendance Policy, Practicum Requirement

Each student will fill out Form A (5)

Each student will complete a data form consisting of personal locator data, schedule, and student teaching assignment

Open verbal concerns and issues will be explored

The student teaching handbook will be explored and discussed.  
Develop two units and two lesson plans (overview of the course, class)

#### Week 2

One-hour class  
Discussion of Form A (5)  
Copies of NCATE, SDPI, and Brigs competencies distributed and discussed  
Students will teach two bit lessons at F.S.U.

#### Week 3

One-hour class  
Discussion of Form A(s) Teaching Unit 1

#### Week 4

One-hour class  
Discussion of Form A (s) Teaching Unit 1  
Copies of FSU b-weekly evaluation forms and exit criteria will be discussed

#### Week 5

One-hour class  
Discussion of Bit Teaching Form B – F.S.U.  
Admission of discipline problems and innovation instructional ideas.

### **THE STUDENT TEACHER PRACTICUM**

#### **Pre-student teaching Observation (Traditional Student Teacher)**

Prior to the first week of full-time student teaching, the intern will spend one day a week for five consecutive weeks (all day) with the cooperating teacher in order to get the necessary field experiences needed before the internships begins.

##### First Week

- meet principal and cooperation teacher
- become familiar with school policies, discipline, philosophies, facilities, personnel, etc.

##### Second Week

- expand on any areas relating to operating of schools
- become more acquainted with classroom routines and procedures
- observe cooperating teacher and other classrooms
- assist with individual student or small group
- carry out other duties as assigned

##### Third Week

- observe and discuss lesson taught by cooperating teacher
- observe students in the class to identify and understand both the similarities and differences
- assume responsibility for bulletin board or interest area
- carry out responsibilities

##### Fourth Week

- continue to expand on activities and responsibilities suggested above
- continue working with groups and/or individuals
- prepare lesson plans for all teaching activities

##### Fifth Week

- make preparation for gradual assumption of daily teaching

### **SUGGESTED SCHEDULE FOR STUDENT TEACHING**

**Note: Prior to the first week of student teaching the interns will spend five to six full days (Mondays) with the cooperating teacher in order to get the necessary field experiences needed before the internship. Also, the Director of Student Teaching will conduct a thorough briefing and orientation session with the student teachers.**

THIS SCHEDULE IS INTENDED ONLY TO BE A SUGGESTED GUIDE!

#### Week 1

The student reports to the assigned school daily. Part of the week should be devoted to observation, and the other part of the week should be devoted to small group work.

#### Week 2

During this week the intern should begin actual teaching. One-fourth of the teaching load should be assigned. The other time should be spent observing the cooperating teacher in other subjects the intern will eventually assume. (One additional subject should be added for the 3<sup>rd</sup> week or more).

#### Week 3

The student teacher continues regular teaching duties. One-fourth of the teaching load should be assigned. The other time should be spent observing the cooperating teacher in other subjects. (Two additional subjects should be added for the 4<sup>th</sup> week or more).

#### Week 4

The student teacher should assume the full teaching load (at least four (4) classes or subject daily or more)

#### Week 5

Continue teaching full load.

#### Week 6

Continue teaching full load.

#### Week 7

Continue teaching full load.

#### Week 8

Continue teaching full load.

#### Week 9

Continue teaching full load.

#### Week 10

During this week the following schedule should take place:

(2 days) - Intern will drop one-half of the teaching load. The other time should be spent observing the cooperating teacher.

(3 days) – Intern will drop three-fourths of the teaching load. The other time should be spent observing other teachers and other teaching-learning

situations with the principal's and cooperating teacher's permission.

**14. TEACHING STRATEGIES**

Large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role-play, case studies, Internet and research.

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

Schmottlach, Neil, McNamara, Jerre, The Physical Education Handbook. 2004, 13<sup>th</sup> Edition, Allyn & Bacon

National Association for Sport and Physical Education. (2005). *Physical Best Activity Guide: Middle and High School Levels*. (2<sup>nd</sup> ed.) Champaign, IL: Human Kinetics Publishers.

American Alliance for Health, Physical Education, Recreation and Dance [www.aahperd.org](http://www.aahperd.org)

Siedentop, D., and Tannehill, D. (2000). *Developing Teaching Skills in Physical Education* (4<sup>th</sup> ed.). Mountain View, CA: Mayfield Publishing Co.

Kelly, L.E., and Melograno, V.J. (2004). *Designing the Physical Education Curriculum: An Achievement Based Approach*. Champaign, IL: Human Kinetics Publishers.

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Cushner, K.H. (2003). *Human Diversity in Action: Developing Multicultural Competencies for the Classroom* (2<sup>nd</sup> ed.). Boston: McGraw-Hill.

Fay, T., and Doolittle, S. (2002). Agents for change: From standards to assessment to accountability in physical education. *Journal of Physical Education, Recreation, Dance*, 73(3): 29-33.

Vogler, E. (2000). Students with disabilities in physical education. In S. Silverman and C. Ennis, *Student Learning in Physical Education* (2<sup>nd</sup> ed.) Champaign, IL: Human Kinetics Publishers.

Dougherty, N. J. (Ed.). (2002). *Principles of Safety in Physical Education and Sport* (3<sup>rd</sup> ed.). Reston, VA: American Association for Health, Physical Education, Recreation, and Dance (AAHPERD).

Siedentop, D. (2004). *Introduction to Physical Education, Fitness, and Sport* (5<sup>th</sup> ed.). Boston, MA: McGraw-Hill.

Beals, K.A. (2003). Addressing an epidemic: Treatment strategies for youth obesity. *ACSM Fit Society Page*, Spring, 2003: 9-11.

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Corbin, C.B., and Pangrazi, R.P. (2004). *Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12*. (2<sup>nd</sup> ed.) Reston, VA: National Association for Sport and Physical Education.

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Mood, D.P., Musker, F.F., and Rink, J.E. (2003). *Sports and Recreational Activities* (13<sup>th</sup> ed.)  
Boston: McGraw-Hill.

President's Council on Physical Fitness and Sports. (2004). *President's Challenge Handbook*.  
Washington, DC: U.S. Government Printing Office.

Schmottlach, N., and McNamara, J. (2002). *The Physical Education and Handbook* (10<sup>th</sup> ed.).  
San Francisco: Benjamin Cummings.