



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

Undergraduate

1. LOCATOR INFORMATION:

Semester: _____

Course and Number PEDU 311–History & Principles of Physical Education

Credit Hours: 3

Office Hours: **M** _____ **T** _____ **W** _____ **R** _____ **F** _____

Instructor: Dr. Peggy L. Green

Office Location: HPERC Room 327

Office Telephone: (910) 672-2609

Email: pgreen@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@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:

An introduction to the philosophical, historical, biological, sociological, and psychological foundations of physical education and sports, curriculum development, and motor learning theories.

In order for future teachers to be effective facilitators of learning, instructions must be based upon a background of knowledge and awareness of various concepts and principles that comprise specific knowledge bases.

This course is concerned with the understanding and interpretation of the principles of the modern physical education program. Contributions of pioneers and programs related to the development of the present day program are studied and evaluated.

3. TEXTBOOK:

Lumpkin, Angela, *Introduction to Physical Education etc.*, 6th edition, McGraw Hill 2005 ISBN #0-07-285166-x.

4. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK:

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Physical Education Program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence; educational applications; and caring dispositions and ethical responsibility.

5. COURSE GOALS, OBJECTIVES:

At the conclusion of this course, the student will be able to demonstrate at least 74% proficiency on the following performance indicators:

1. Trace the origin and development of physical education (including dates, pioneers, organizations, movements, events and etc.)
2. Define and identify principles of physical education, and interpret their relationship to general education.
3. Pass a series of examinations and other assignments with a score of 74 points or above (chapter summaries.
4. Identify five (5) assigned leaders in Physical Education (pioneers), write their biography and include their contribution(s) to the profession.
5. Write a philosophy of Education, Physical Education and Health Education (One page for each philosophy).
6. Establish a foundation of Physical Education (Definitions, aims, goals, Objectives, Standards Curriculum, Services, Role of Physical education through textbook assignments, handouts, websites, research and etc.).
7. Write the history of sport (s), movements, and other events.

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

NASPE/NCATE/NCDPI (NCSCS)Standards	Assessment(s)
<p>Standard 1: Content Knowledge: A physical education teacher understands 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>Physical Education Teachers:</p> <p>Indicator 5: Understand and debate current physical education/activity issues and laws based on</p>	<p>5. Debates, History, Examinations.</p>

<p>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>	<p>6. Examination, Discussion, Standards, Assigned Websites evidence.</p> <p>7. Examination, Standards, Assignments.</p>
<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> <p>Physical Education Teachers:</p> <p>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.</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>1. Examination, Group Discussion, Handouts.</p> <p>2. Presentations, Handouts, Examination.</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>Physical Education Teachers:</p> <p>Indicator 1: Use managerial routines that create productive learning experiences and environments.</p>	<p>1. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching.</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 model appropriate behavior.</p> <p>Physical Education Teachers:</p> <p>Indicator 1: Communicate in ways that demonstrate sensitivity to all learners.</p> <p>Indicator 2: 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>	<ol style="list-style-type: none"> 1. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination. 2. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination. 3. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination. 4. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination.
<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 assessments.</p> <p>Physical Education Teachers:</p> <p>Indicator 3: Involve learners in self and peer assessment.</p>	<ol style="list-style-type: none"> 3. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination by peers.
<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>Physical Education Teachers:</p>	

<p>Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.</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>	<ol style="list-style-type: none"> 1. Website assignments, Research, Reports, Presentations, Lecture and discussion. 2. Reports, Activities, Presentations, Test Questions. 3. email, Website resources, assignments, Research, Reports, Presentations.
<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>Physical Education Teachers:</p> <p>Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/ weaknesses, multiple needs, learning styles, and/or experiences 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>	<ol style="list-style-type: none"> 1. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination by peers. 2. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination by peers. 3. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Teaching, Examination by peers.
<p>Standard 9: Reflection & 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>Physical Education Teachers:</p>	<ol style="list-style-type: none"> 1. Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective

<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>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>Teaching, Examination by peers.</p> <p>2. Websites of Professional Organizations Debates, Reports, Presentations, Lecture and Discussion, Group work and Reflective Examination by peers.</p> <p>3. Philosophy, Goals and Objectives, Resume, Debates, Reports, Presentations, Lecture and Discussion, Group work and Peer Feedback.</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>Physical Education Teachers:</p> <p>Indicator 3: Actively participate in physical education/activity professional organizations.</p>	<p>3. Membership in the local, State, and National Associations, and Attend Conferences.</p>

1. CORE STANDARDS

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

NCDPI Core Standards	Assessment(s)
1. Teachers know the content they teach.	Assignments and Examinations.

2. DIVERSITY

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

NCDPI Diversity Standards	Assessment(s)
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can	1. Assignments, Principles (Laws), Philosophies of Education,

create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Physical Education, and Health, and Examinations.
2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	2. Assignments, Principles (Laws) and Examinations, and terminology (i.e. <i>Inclusion and Challenged</i>).
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.	3. Assignments, Principles (Laws), write Form Letter to Parents and Examinations.
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.	4. Assignments, Principles (Laws), and Examinations.
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.	5. Assignments, Principles (Laws), and Examinations, " <i>Majors In Motion</i> " Mini conference, membership in Local, State, District and Nation (Professional organizations).
6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	6. Group Discussion, Role Playing, Assignments, Principles (Laws), and Examinations.

3. 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
Productivity tool (Power Point)
Presentation software
Internet
e-mail
On-line applications
Video camera
Smart board
Music Stereo and CD
Other (Selected by the student).

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

NCDPI Technology Standards	Assessment(s)
1. Teachers demonstrate a sound understanding of technology operations and concepts.	1. Assignments, Principles (Laws), and Examinations.
5. Teachers use technology to enhance their productivity and professional practice.	5. Assignments, Principles (Laws), and Examinations.
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.	6. Assignments, Principles (Laws), and Examinations.

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

Other _____

11. GENERAL REQUIREMENTS:

- A. All students will purchase the required textbook for the course.
- B. Class attendance is mandatory (university absentee policy, Page 4).
- C. All assignments are due on the stipulated date. Ten (10) points will be deducted from all late assignments (Not to exceed one week past due date).
- D. All students will be prepared to participate fully in the planned lesson.

- E. It is expected that all students will conduct themselves in a manner befitting one who is preparing to become a "professional in motion" in physical education.

12. EVALUATION CRITERIA:

The final grade will be based on tests and assignments, and will carry the same value.

Assignments	25%
Mid-Term Exam	15%
3 Philosophies (Ed/PE/HE)	05%
History of Physical Education	25%
History of AAHPERD	20%
Final Exam	15%

GRADING SCALE

92 - 100 - A

83 - 91 - B

73 - 82 - C

64 - 72 - D

Below 64 - F

13. COURSE OUTLINE (with Assignment Schedule):

	<u>Week</u>
A. Introduction	<u>1st - 4th</u>
1. Definitions	
2. Aims, Goals, and Objectives	
3. Principles	
B. Philosophical foundations of Physical Education	<u>5th - 9th</u>
1. Definitions	
2. Components	
3. Traditional philosophies	
a. Idealism	
b. Realism	
c. Pragmatism	
d. Naturalism	
e. Existentialism	
f. Other Philosophies	
C. Scientific foundations of Physical Education and Sport	<u>8th - 9th</u>
D. History of Physical Education and Sport	<u>10th - 17th</u>
1. Primitive/Ancient societies	
2. Middle Ages	
3. U.S.A.	
4. Pioneers	
5. Professional preparation	
6. "Battle of the System"	
7. Present	
E. Issues, trends and the future of physical education and sport.	

ASSIGNMENT SCHEDULE

<u>Assignments</u> (ALL Assignments Must be Typed)	<u>Due Date</u>
1. <u>Define</u> , Education, Physical Education, Health, History, Philosophy, Principle, and Concept. (Place in Notebook)	_____
2. Define Physical Education using three different pioneers (Dauer, Bucher and Williams) (Place in Notebook)	_____
3. <u>List</u> and <u>interpret</u> the three broad objectives of Education. (Place in Notebook)	_____
4. <u>List</u> and <u>interpret</u> the four broad objectives of physical education. (Place in Notebook)	_____
5. List and interpret Jessie Ferring Williams' principles relative to physical education. Example: "Energy Activity Ratio"	_____
6. a. Summarize Chapters <u>7</u>	_____
b. Summarize Chapters <u>8</u>	_____
c. Summarize Chapters <u>9</u>	_____
7. <u>Define</u> and <u>develop</u> a sound philosophy of (1) Education, (2) Physical Education and (3) Health Education relative to the needs of the <u>learner</u> . (Place in Notebook)	_____
8. List, define, and interpret the sciences (10) which serve as a foundation for physical education (Chapter 2).	_____
9. What services are rendered by physical education? (Minimum one page) (Place in Notebook)	_____
10. What is the role of physical education in general education? (Minimum one page) (Place in Notebook)	_____
11. Define curriculum, course of study and list the steps in developing a curriculum. (Place in Notebook)	_____
12. Identify and give a biographical sketch of five (5) early leaders of physical education including their contributions as assigned by the instructor (Participate in "MIM" Mini Conference).	_____
13. Trace the history of physical education from its origin to the present.	_____
14. Trace the history of AAHPERD from its origin to the present.	_____
15. Write/Trace Sport History/Movements as assigned	_____
16. Visit Professional Organization Websites for standards,	_____

My Pyramid and other information. (Place in Notebook)

14. **TEACHING STRATEGIES:**
- A. Individual and Group Projects
 - B. Lectures-Discussion
 - C. Large and Small Group Discussion
 - D. Student Presentations
 - E. Role Playing/Debates
 - F. Resource Persons
 - G. Technologies (Internet Research)

15. **UNIVERSITY POLICIES:**

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 instructor's approval. **This policy includes all levels of classes (100 thru 400 level.)**

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

AAHPERD National Conference on Undergraduate professional preparation in Health, Physical Education, and Recreation, Professional Preparation in Dance, Physical Education, Recreation Education Safety Education and School Health Education, 1974, AAHPERD Publication, Washington, D.C.

Burrow, Harold M., Man and Movement: Principles of Physical Education, 1988 4th edition, Lea and Febiger

Boakwalter and Vanderbwaag, Foundation and Principles of Physical Education, 3rd Edition 1978, W. B. Saunders Company, Philadelphia, PA.

Bucher, Charles, Foundations of Physical Education, 8th Edition, 1983, C. V. Mosby Company, Saint Louis, Mo.

Freeman, William H., Physical Education and Sport in A Changing Society, 4th Edition, 1992, Macmillan Publishing Company, New York

Hackensmith, C.W. History of Physical Education, 1966, Harper and Row, New York, N.Y.

Lee, Mabel, A History of Physical Education and Sports in the U.S.A., 1983, John Wisley and Sons, New York.

Rice, Hutchinson and Lee, A Brief History of Physical Education, 7th Edition 1970, Ronald Press, 79 Madison Ave., New York, N.Y.

Spears and Swanson, History of Sport and Physical Education in the United States, 1st Edition, 1989, W. C. Brown, P.O. Box 539, Dubuque, IA 52001

Van Dalen, A Brief History of Physical Education.

Van Dalen, Bruce L. Bennett, A World History of Physical Education: Cultural, Philosophical, Comparative, 2nd Edition 1971, Prentice-Hall International, Inc.

Williams, J., The Principles of Physical Education.

Wuest, Deboarah A., and Charles A. Bucher, Foundations of Physical Education And Sport, 12th edition, 1995, Mosby, St. Louis.

Websites:

1. www.aahperd.org
2. www.dpi.state.mc.us
3. www.nea.org
4. www.mypyramid.gov
5. www.ncate.org
6. www.who.int
7. www.titleix.to
8. www.ncaa.org
9. www.theciaa.com
10. www.onnidan.com