

PHED 6660**FUNDAMENTALS OF TEACHING HEALTH AND PHYSICAL EDUCATION**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

Co-Requisite: PHED 6665 Methods of Teaching K-12 Physical Education

In this course, students will be introduced to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases. The students will explore the roles and responsibilities of the health and physical education teacher related to effective practice and quality instruction. Research-based methods of teaching K-12 students will be discussed, reviewed, and practiced.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. list and explain the program objectives of health and physical education and develop a philosophical position to implement these objectives in health and physical education teaching
(*Knowledgeable, Reflective*)
(Cottrell, Girvan & McKenzie, 2006; NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003; Wuest & Bucher, 2006; NAPSE 1, 2);
2. identify and discuss national (NASPE) and state standards (GPS & PSC) in health and physical education
(*Knowledgeable, Reflective*)
(Cottrell, Girvan & McKenzie, 2006; Wuest & Bucher, 2006; NASPE, 2004);
3. explain the importance of the applied sciences and how they relate to health and physical education teaching
(*Adaptive, Collaborative, Knowledgeable, Reflective*)
(Cottrell, Girvan & McKenzie, 2006; NASPE, 2004; Wuest & Bucher, 2006; NASPE 1);
4. discuss the value of physical education for student quality of life, using all domains (psychomotor, cognitive, affective), and the implications for physical education programs
(*Leaders, Lifelong Learners, Sensitive, Knowledgeable*)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003; NASPE 1, 2);
5. identify best practices for effective health and physical education teaching
(*Leaders, Lifelong Learners, Sensitive, Knowledgeable*)
(Buck, Lund, Harrison, & Cook, 2007; NASPE 2000, 2004; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; Weinstein & Rosen, 2003; NASPE 1);

6. identify and discuss developmentally and culturally appropriate practices for teaching physical education
(*Leaders, Lifelong Learners, Culturally Sensitive, Knowledgeable*)
(NASPE 2004; Rink, 2006; NAPSE 1, 2, 3);
7. describe and display effective communication strategies when teaching movement skills
(*Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Reflective, Proactive, Empathetic, Knowledgeable*)
(Thomas, Lee, & Thomas, 2003; Rink, 2006; NASPE 1, 5);
8. provide a safe environment during health and physical education lessons
(*Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; NASPE 4);
9. discuss and display effective classroom management and organizational skills in health and physical education teaching
(*Reflective, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; Silverman & Ennis, 2003; NASPE 4);
10. identify and justify the elements of an effective lesson plan
(*Leaders, Lifelong Learners, Culturally Sensitive, Knowledgeable*)
(Rink, 2006; NASPE 6); and
11. design effective lesson plans based on the objectives and standards of health and physical education
(*Reflective, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Rink, 2006; NASPE 6).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Rink, J. E. (2006). *Teaching physical education for learning* (5th ed.). Boston: McGraw-Hill.

References

- Cottrell, R. R., Girvan, J. T., & McKenzie, J. (2006). *Principles and foundations of health promotion and education*. San Francisco: Pearson/Benjamin-Cummings.
- Daniel, E. L. (2006). *Annual editions: Health 07/08* (28th ed.) Boston: McGraw-Hill.
- Mechikoff, R. A., & Estes, S. G. (2006). *A history and philosophy of sport and physical education*. Boston: McGraw-Hill.
- National Association for Sport and Physical Education (2003). *National standards for beginning physical education teachers*. Oxon Hill, MD: AAHPERD Publications.
- National Association for Sport and Physical Education (2006). *Quality coaches, quality sports: National standards for sport coaches* (2nd ed.). Oxon Hill, MD: AAHPERD Publications.
- Wuest, D. A., & Bucher, C. A. (2006). *Foundations of physical education, exercise science, and sport* (15th ed.). Boston: McGraw-Hill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

At the conclusion of the course, students will have demonstrated achievement in the areas of *decision making*: using information and knowledge gained to decide on a personal, professional philosophy (**Assignment 1**); *leadership*: taking initiative with planning and course preparation (**All Assignments**); *lifelong learning*: gaining knowledge of professional associations and opportunities for continued professional development with an awareness of the importance of addressing current issues (**Assignments 1, 2, 4**); being *adaptive*: applying information gained from a philosophical and historical perspective to contemporary issues (**Assignments 1, 4**); *collaboration*: working with classmates (**Assignment 2, 3**); *cultural sensitivity*: developing an awareness of cultural differences from a historical perspective and an examination of current issues (**All Assignments**); *empathy*: developing an appreciation for the roles and responsibilities of current health and physical educators (**Assignments 1, 4**); *knowledge*: demonstrating an understanding of objectives, goals and standards, and effective teaching in health and physical education (**All Assignments**); *reflective*: synthesizing course content to effectively plan experiences for k-12 students (**Assignment 3**).

Assignments

1. Philosophy Position Paper (50 points)

Students will demonstrate knowledge gained from the class through a philosophy position paper defending the purpose and significant role of health and physical education in public school education.

Course Objectives: 1, 2, 3, 4

2. Class Assignments (30 points: 5 points each)

Students will be actively engaged in learning through six class assignments that are related to the history of health and physical activity, national standards, appropriate practices, and effective teaching. Specific directions and grading rubrics will be provided.

Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

3. Lesson Plan Development (120 points: 20 points each)

Students will work independently or in pairs to develop lesson plans for elementary, middle, and secondary school students in health and physical education. Students will submit the following six lesson plans: 1) elementary gymnastics; 2) elementary games; 3) elementary dance; 4) middle school team/individual sport; 5) secondary team/individual sport; and 6) middle/secondary physical fitness.

Course Objectives: 10

4. Final Exam (100 points)

Students will take one comprehensive final exam based on the course content, including lectures, discussions, and assigned readings. The exam questions will include multiple choice, true/false, short answer, and an essay.

Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

GRADING POLICY

90-100%	270-300 points = A
80-89%	240-269 points = B
70-79%	210-239 points = C
Less than 70%	less than 210 points = F

CLASS POLICIES**E-mail**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Electronic Portfolio

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio. This is a requirement for teaching certification/graduation.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Introduction to health and physical education; program goals, objectives, and philosophy
2	Standards in health and physical education; application of the applied sciences; appropriate practices in physical education
3	Psychomotor, cognitive, and affective learning objectives; practices of effective teaching; planning
4	History of health and physical activity; current trends in health and physical activity promotion

5	Task presentations; content development
6	Classroom management and organization
7	Principles of effective teaching in physical education
8	Instructional feedback; review of major topics
	Final Exam