

PHED 6665**METHODS OF TEACHING K-12 PHYSICAL EDUCATION**

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education

Co-Requisite: PHED 6660 Fundamentals of Teaching Health and Physical Education

This course provides an overview of general pedagogical skills and knowledge related to teaching physical education for K-12 students. The course develops an understanding of the characteristics and needs of children and adolescents, developmentally appropriate curriculum content in elementary and secondary school physical education, and effective teaching skills for elementary and secondary school physical education. The course provides peer teaching experiences in both the classroom and gymnasium and requires students to plan, teach, and evaluate physical education lessons.

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. discuss the importance of physical education in elementary and secondary school curriculum and the implications of reducing or removing these programs in the curriculum
(*Decision Makers, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Adaptive, Lifelong Learners, Leaders*)
(Buck, Lund, Harrison, & Cook, 2007; NASPE, 2004; Rink, 2006; Silverman & Ennis, 2003; NASPE 1, 2, 3);
2. develop and implement lessons that integrate learning across all three instructional/developmental domains
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Rink, 2006; NASPE 2, 6);
3. teach and evaluate locomotor, manipulative, and non-manipulative skills for K-12 students
(*Culturally Sensitive, Lifelong Learners, Knowledgeable, Proactive*)
(Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003; NASPE 1, 6, 7);
4. teach and evaluate skill themes, movement concepts, educational gymnastics, and rhythmical experiences for K-12 students
(*Culturally Sensitive, Lifelong Learners, Knowledgeable, Proactive*)
(Graham, Holt/Hale, Parker, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003; NAPSE 1, 6, 7);
5. create learning environments that allow all students to grow and progress
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Graham, Holt/Hale, Parker, 2007; NASPE 2004; Rink, 2006; Thomas, Lee, & Thomas, 2003; NASPE 2);

6. implement effective classroom management and organizational techniques to enhance learning in school settings
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Rink, 2006; Silverman & Ennis, 2003; Thomas, Lee, & Thomas, 2003; NASPE 4);
7. integrate curricular scope and sequence in planning for K-12 physical education programs
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Graham, Holt/Hale, Parker, 2007; NASPE 2004; Rink, 2006; NAPSE 1, 6);
8. develop and implement lesson and unit plans that result in developmentally and instructionally appropriate lessons and units for K-12 physical education programs in multicultural and diverse settings
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Graham, Holt/Hale, Parker, 2007; NASPE 2000; Rink, 2006; NASPE 1, 3, 6);
9. code, analyze, and critique personal teaching behaviors and the teaching behaviors of peers
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Rink, 2006; NAPSE 8, 9); and
10. modify planning and teaching practices based on peer observation, reflection, self-assessment, and problem-solving strategies
(*Reflective, Proactive, Knowledgeable, Empathetic, Culturally Sensitive, Collaborative, Adaptive, Lifelong Learners, Leaders, Decision Makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006; NASPE 8).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Graham, G., Holt/Hale, S., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th ed.). Boston: McGraw-Hill.

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

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

References

- Buck, M., Lund, J., Harrison, J., & Cook, C. (2007). *Instructional strategies for secondary school physical education* (6th ed.). Boston: McGraw-Hill.
- Fronsk, H. (2005). *Teaching cues for sport skills for secondary school students* (3rd ed.). San Francisco: Pearson.
- Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.
- National Association for Sport and Physical Education (2000). *Appropriate practices for elementary school physical education*. Oxon Hill, MD: AAHPERD Publications.
- Silverman, S. & Ennis, C. (Eds.). (2003). *Student learning in physical education* (2nd ed.). Champaign, IL: Human Kinetics.
- Thomas, K., Lee, A., & Thomas, J. (2003). *Physical education methods for elementary teachers* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to the Conceptual Framework

At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choosing appropriate activities to teach K-12 students in physical education (**Assignments 1, 2, 3**); *leaders*: taking responsibility for decisions regarding teaching and capitalizing on opportunities to face teaching challenges (**Assignment 3**); *lifelong learners*: study the effectiveness of pedagogy and teaching practices and apply it to the teaching experiences and other real life experiences (**Assignments 1, 2, 3**); *adaptive*: implement appropriate activities for all learners and adjust to changing teaching situations (**Assignments 1, 2, 3**); *collaborative*: work with peers and students to plan effective, developmentally appropriate lessons (**Assignments 1, 2**); *culturally sensitive*: recognize and adjust to diverse populations by planning and implementing a variety of activities for all learners (**Assignments 1, 2, 3**); *empathetic*: demonstrate sensitivity to the needs of all students and the profession (**All Assignments**); *knowledgeable*: draw on acquired knowledge, experience, and current research for effective teaching (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**All Assignments**); *reflective*: engage in ongoing and continuous critical reflection of individual and peer teaching (**Assignment 4**).

Assignments

1. Unit Plan (50 points)

Students will develop a 9-week unit plan for K-12 students in a specific content (gymnastics, dance, and/or individual/team sports). The unit plan must include specific activities that progress through games stages 1-4 and include the four criteria for student learning in physical education.

Course Objectives: 2, 5, 7, 8

2. Lesson Plans (120 points: 20 points each)

Students will work independently or with a partner to develop six lesson plans on the following content: 1) educational gymnastics; 2) dance; 3) team sports; 4) individual sports; 5) physical fitness; and 6) outdoor/adventure education.

Course Objectives: 1, 2, 5, 6, 9

3. Teaching Experiences (180 points: 30 points each)

Students will teach six lessons to student peers, demonstrating appropriate and effective instruction in physical education.

Course Objectives: 3, 4, 5, 6, 7, 9

4. Reflections (50 points: 10 points each)

Students will complete a 1-2 page reflection for five teaching experiences. Guiding questions with a grading rubric for each reflection will be provided to the students prior to each teach.

Course Objectives: 10

Grading Policy

90-100%	A = 360-400 points
80-89%	B = 320-359 points
70-79%	C = 280-319 points
Less than 70%	F = less than 280 points

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	Physical education curricular planning for elementary and secondary students; Unit plans; Lesson plans
2	Content Development; Task presentation; Reflection
3	Teaching: Educational gymnastics

4	Teaching: Dance
5	Teaching: Team sports
6	Teaching: Individual sports
7	Teaching: Physical fitness
8	Teaching: Outdoor/adventure education