

**Course Syllabus for PED 350-Norfolk State University-Fall 2006
Methods of Teaching Physical Education in Elementary Schools-3 credits
Tuesday/Thursday-8:00-9:30 Echols Hall 120**

"Preparing competent, compassionate, cooperative and committed leaders."

Instructor: Donna M. Canary, Ed.S.

Office: Echols 169

Phone: 823-8455

Office Hours: 7:15-8:00 Mon.-Fri.; 9:30-10:00 Tues./Thurs.

Email: dmkanary@nsu.edu

Course Description: This course is designed to include methods and techniques of presenting physical education to elementary school students. Prerequisites: PED 158, 159, 253, 261, 262, 271, 272, 356, 365, 477. Students must pass Praxis 1.

Course Objectives:

Upon completion of this class, students will be able to:

1. Identify the components, sequence and patterns of fundamental motor skills of children in grades K-5.
2. Identify the factors involved in motor skill acquisition in children.
3. Design a unit in a specific content area which demonstrates appropriate objectives for a specific grade on the elementary level.
4. Structure lesson plans that demonstrate the ability to integrate knowledge related to developmental stages, movement skills, instructional strategies and appropriate evaluation processes.
5. Describe teaching strategies available to the elementary school teacher as well as listing the advantages and disadvantages of each.
6. Describe class organization and management techniques used to ensure maximum participation for all children.
7. Explain and demonstrate the necessity of core subject integration in today's elementary physical education program.
8. Demonstrate the importance of multiple teaching strategies in conjunction with a variety of learning domains.
9. Explain the importance of good communication between administrators, teachers, parents, students and community.

10. Identify the various approaches to discipline and the effective strategies for classroom management.
11. Explain health-related fitness as an integral part of the physical education program.
12. Explore the legal aspects associated with teaching physical education.
13. Develop a sense of professional ownership through participation in school/community partnership activities.

Textbook: *Children Moving: A Reflective Approach to Teaching Physical Education*-Graham, Holt/Hale, Parker. McGraw-Hill

Methods of Instruction: Students will engage in discussion through teacher prepared lecture, discussion, and tests; student observations, micro teaching, professional activities, projects, and integrated unit plans

Weekly Outline:

Week 1: 8/22-Introduction, information sheets, syllabus
8/24-Group discussion on NASPE standards

Week 2: 8/29-No class
8/31-Chapter 1-The Value and Purpose of Physical Education

Week 3:9/5-Chapter 2-The Skill Theme Approach
9/7-Chapter 3-Skill Themes and Movement Concepts

Week 4: 9/12- Chapter 32-Integrating the Skill Theme across the curriculum
9/14-Chapter 5-Reflective Teaching

Week 5: 9/19-Chapter 6-Teaching Diverse Learners
9/21- Test 1

Week 6: 9/26- Chapter 4-Physical Fitness and Wellness
Chapter 34-Physical Education for tomorrow
9/28- Chapter 7-Determining Generic Levels of Skill

- Week 7: 10/3- Chapter 8-Planning**
10/5-Chapter 9-Establishing a learning environment
- Week 8: 10/10-Chapter 10-Maintaining appropriate behavior**
Mid term grades due
10/12-Test 2
- Week 9: 10/17-Chapter 11-Developing the content. Behavior Plan due**
10/19-Chapter 12-Observing student response
- Week 10: 10/24-Chapter 13-Instructional approaches; Safety plan due**
10/26-Chapter 14-Assessing student learning
- Week 11: 10/31-Chapter 16-Space Awareness**
Chapter 17-Effort
11/2-No class VAHPERD conference
- Week 12: 11/7-Chapter 18-Relationships; Observation critique due**
11/9-Test 3
- Week 13: 11/14-Presentations skill themes-Ch. 19-29; 31**
11/16- Presentations skill themes-Ch. 19-29; 31
2 week integrated lesson due
- Week 14: 11/21- Presentations skill themes-Ch. 19-29; 31**
11/23-Thanksgiving Holiday
- Week 15: 11/28- Presentations skill themes-Ch. 19-29; 31**
11/30- Presentations skill themes-Ch. 19-29; 31
Final exams Week of 12/2-12/8-Schedule TBA; schedule is subject to change at teacher discretion

Grading: All students are expected to adhere to the University's honor code in completing all assignments.

All assignments are to be neatly typed in proper format using correct grammar. All work should be cited as necessary.

Attendance: 10% Safety plan and management plan 20%
Tests 30% Final exam 10%
2 week integrated unit plan 10%
Observation and presentation of skill theme 20%

*Extra credit will be available periodically

The university is aware of the need to make accommodations for students with disabilities. If you feel you need assistance with this, please contact the instructor as soon as possible.

Grading Scale:

A	100-98	B+	94-88	C+	79-78	D+	69-68
A-	97-95	B	87-85	C	77-75	D	67-65
		B-	84-80	C-	74-70	D-	64-60
						F	below 60

Other course requirements:

No electronic devices such as cell phones or beepers are allowed in class. They must be off and secured in a closed area.

If a student is to miss class to represent the university, the student must notify the instructor in advance so that class assignments can be made up in a timely manner.

Students are expected to attend each scheduled class and arrive on time in order not to interrupt other students.

Make up work is at the discretion of the instructor, and assignments are due on scheduled dates as outlined on the syllabus. If assignments are not received by the end of that class period, a letter grade penalty will apply. If assignments are not received within 24 hours of that class period, the assignment will NOT be accepted unless there is an approved physician's excuse.

Bibliography:

Graham, G. (2005). Teaching Children Physical Education: Becoming a Master Teacher. (2nd ed.) Human Kinetics.

Graham, G., Holt/Hale, S., Parker, M. (2006). Children Moving: A Reflective Approach to Teaching. (7th ed.) McGraw Hill.

Horine, L., Stotlar, K., (2004). Administration of Physical Education and Sport Programs. McGraw Hill.

Lumpkin, A. (2005). Introduction to Physical Education, Exercise Science, and Sport Studies. (6th ed.) McGraw-Hill.

NASPE. (2004). Moving into the Future: National Standard for Physical Education. (2nd ed.) McGraw-Hill.

<http://www.aapherd.org>

<http://www.vapherd.org>