

Course Syllabus PED 358-Spring 2007-9: 30-11:00 Tuesday/Thursday Echols  
Methods and Materials of Teaching Physical Education in Secondary Schools-3 credits

“Preparing competent, compassionate, cooperative and committed leaders”

**Instructor:** Donna M. Canary, Ed.S.      **Office:** Echols 169  
**Office Hours:** M/W/F-7:30-9:00 or by appointment  
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**Course Description:** Study of methods and procedures for designing unit plans and lesson plans for physical education theory and activity classes in a secondary school program. Attention is focused on development of flexible programs based on pupil needs, interests and capacity. Prerequisites: PED 158, 253, 261, 271, 262, 350, 356, 365, 477. Students must pass Praxis 1.

**Course Goals:** By the end of the course, students will:

1. outline the purpose of the instructional process when implementing units and lesson plans in secondary physical education.
2. identify the relationships between lesson planning and lesson presentations (ie. Bulletin boards, team teaching) which will affect the conduct of a secondary physical education program.
3. apply the knowledge of the various instructional tools and strategies by planning daily lessons utilizing specific strategies.
4. attend conferences and visit PE Central, Va. Department of Education and other similar web sites to select teaching resources for lesson planning to promote comprehensive curriculum planning.
5. identify the factors that influence discipline and foster appropriate behavior in a learning setting.
6. detect the elements of a lesson that show a progression.
7. analyze task development by listing tasks and teaching cues.
8. Recognize on and off task behavior for students during a lesson.
9. design learning experiences that recognize the diverse backgrounds and skill of learners within the classroom environment.

**Course Materials:**

Buck, M.M. Lund, J.L., Harrison, J.M., Blakemore, C.L. 6<sup>th</sup> ed. (2007).  
Instructional Strategies for Secondary School Physical Education.  
McGraw Hill.

## **Primary Methods of Instruction:**

Lecture, class discussion, unit lesson plans, practice teaching, tests, presentations

## **Class schedule:**

1/9-Introduction; syllabus and course discussion

1/11-Chapter 1-The Roles of Education and Physical Education

1/16-No class

1/18-Chapter 2-The Responsibilities of the Physical Educator

1/23-Chapter 3-Physical Education and the Law

1/25-Chapter 4-Understanding the Learner

### **Professional Portfolio due**

1/30-Chapter 5-Understanding Learning

2/1-**Test 1**-Chapters 1-5

2/6-Chapter 6-Basic Principles of Curriculum Design

2/8-Chapter 7-Unit and Lesson Planning

### **Unit Plan Activity due**

2/13-Chapter 8-Performance Objectives, Content Analysis, and Preassessment

2/14-Chapter 9-Instructional Styles and Strategies

2/20-Chapter 10-Program Materials and Activities

2/22-**Test 2**-Chapters 6-10

2/27-**Micro Teaching-1**

3/1-**Micro Teaching-1**

Mid term grades submitted

3/6-Spring Break

3/8-Spring Break

3/13- **Micro Teaching-1**

3/15- **Micro Teaching-1**

3/20-No class

3/22-No class

3/27-Chapter 11-Assessing Student Performance

3/29-Chapter 12-Classroom Organization and Management

4/3-Chapter 13-Motivation and Discipline

4/5-Chapter 14-Accountability and Teacher Evaluation

4/10-Chapter 15-Evaluating and Revising the Instructional Program  
4/12-Test 3

4/17- **Micro Teaching-2**  
4/19- **Micro Teaching-2**

4/24- **Micro Teaching-2**  
**Professional Activity due**

4/26- **Micro Teaching-2**  
Final exams for May graduates

Final exam all other students Thursday May 3<sup>rd</sup>

**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.

**Distribution of grades:**

Attendance	10%
Micro Teaching	20%
Tests/exam	40%
Unit Plan	10%
Professional Preparation projects	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	98-100	B+	88-94	C+	78-79	D+	68-69
A-	95-97	B	85-87	C	75-77	D	65-67
		B-	80-84	C-	70-74	D-	60-64
							F-59 and below

**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. The University attendance policy will be followed.

Students are expected to arrive in class within 5 minutes of the beginning of class. After that time, a student is considered absent. Make up work is at the discretion of the instructor, and assignments are due on the 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 by the end of the NEXT class period, they will not be accepted without an approved excuse.

## **Bibliography**

Buck, M.M., Lund, J.L., Harrison, J.M., Cook, C.B. (2007). Instructional Strategies for Secondary School Physical Education. 6<sup>th</sup> e. McGraw-Hill

Darst, P.W., Pangrazi, R.P. (2006). Dynamic Physical Education for Secondary School Students. 5<sup>th</sup> ed. Pearson-Benjamin Cummings.

Fronske, H. (2005). Teaching Cues for Sport Skills for Secondary School Students. 3<sup>rd</sup> ed. Pearson Benjamin Cummings.

Colvin, A., Markos, N., Walker, P. (2000) Teaching the Nuts and Bolts of Physical Education: Building Movement Skills. Human Kinetics.

Dauer, V., Pangrazi, R. Dynamic Physical Education for Elementary Children. (6<sup>th</sup> ed) Burgess.

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

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

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

Kovar, S., Combs, C., Napper-Owen, G., Worrell, V. (2007) Elementary Classroom Teachers as Movement Educators (2<sup>nd</sup> ed.) McGraw-Hill.

McCracken, B. (2001) It's Not Just Gym Anymore: Teaching Secondary School Students to Be Active for Life. Human Kinetics.

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

[www.vapherd.org](http://www.vapherd.org)

[www.pecentral](http://www.pecentral)

[www.pelinks4u.org](http://www.pelinks4u.org)

## Assignment Description for PED 358

Students in this class are responsible for 20 hours of practicum observations to be turned in by the end of the semester.

**Micro Teaching 1**-Working in pairs, the student will present a lesson activity on a game, or sport to the class. The lesson should be 10-15 minutes long, and include a brief warm-up, lesson activity, and cool-down/closure.

\*peer evaluations will be available for extra credit

**Micro Teaching 2**-Working in pairs, the student will present a lesson activity on improving a physical fitness test. Strategies or activities for improvement should be included, leading up to the test. Test items include the mile run, shuttle run, pull-ups, curl-ups, sit and reach (the actual test does not have to be administered). This activity should be approx. 10 min. long.

\*peer evaluations will be available for extra credit

**Unit Plan**-Students should complete a two week unit plan on a topic area of their choice. This should follow the lesson plan format provided for you on blackboard.

**Professional Activity**-Contact Dr. Gaines or Dythia Neydon, President of the PE Majors Club at NSU. Become involved with their activities this spring. Document your involvement and attendance at meetings in a 2-3 page paper.

**Professional Portfolio:** Develop a professional portfolio. The portfolio should include the following:

A cover sheet

Resume

An unofficial copy of your transcripts

Philosophy of education (1-2 pages)

Awards and certificates

At least 2 letters of recommendation

Professional goals

Professional experiences and organizations

Log or summary of student teaching or practicum experiences

Unit Lesson Plan

Sample work

Classroom Management plan (1 page)

\***Extra credit**-design and implement a new bulletin board in one of the classrooms or hallways at NSU. Consult the instructor for locations.