

FLORIDA ATLANTIC UNIVERSITY

DEPARTMENT OF EXERCISE SCIENCE AND HEALTH PROMOTION COLLEGE OF EDUCATION Fall 2009

COURSE NUMBER: PET 4720 (001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 012)

COURSE TITLE: Physical Education in the Elementary School

COURSE DESCRIPTION: 2 semester hours. This course presents the methods and materials that are necessary for teaching physical education in the elementary school. Emphasis will be placed on the fundamental play needs and interests of children.

REQUIRED E-MAIL ACCOUNT: All students will be required to have an FAU e-mail account in order to be able to access Blackboard.

REQUIRED TEXT:

Graham, G., Holt/Hale, S., & Parker, M. (2010) *Children Moving: A reflective approach to teaching physical education*. Mountain View, CA: Mayfield. 8th Ed. ISBN- 978-0-07-337645-5

AUDIO/VISUAL TECHNOLOGY:

Computer: Florida Department of Education, Florida Curriculum Frameworks Sunshine State Standards: <http://www.firn.edu/doe/curric/prek12/>

Computer: word processing

Computer: e-mail

Overhead projector

Videos

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

NCATE recommendations for Technology – (NCATE-Tech)

Subject Matter Content Standards: Elementary Education – (ELEM)

Educator Accomplished Practices – (EAP)

COURSE OBJECTIVES: At the completion of this course the student will be able to:

- 1) Understand the important philosophical and scientific bases for including physical education in the curriculum. (ELEM 12.3.1) (EAP 7)
- 2) Understand the nature and scope of elementary school physical education. (ELEM 12.1.1, 12.2.3) (EAP 8,11)
- 3) Explain the importance of physical education in the development of children. (ELEM 12.2.4, 12.3.2) (EAP 2)
- 4) Demonstrate the ability to jointly plan, organize and conduct instructional experiences in physical education and health in keeping with the needs, interests and abilities of elementary school children. (ELEM 12.2.1, 12.2.2) (EAP 5,10)
- 5) Demonstrate the ability to develop and present lesson plans in physical education and health. (ELEM 12.1.2) (EAP 7,9,10) (NCATE Tech 9)
- 6) Develop an understanding of curriculum development in physical education. (ELEM 12.3.3) (EAP 4) (NCATE Tech 4)
- 7) Demonstrate the ability to identify and implement appropriate teaching technique for various activities in physical education and health. (ELEM 12.1.2) (EAP 3,9)
- 8) Evaluate the effectiveness of physical education programs. (EAP 1) (NCATE Tech 3)
- 9) Understand the nature and scope of elementary school health education. (ELEM 13.1, 13.2, 13.3, 13.4) (EAP 8)

- 10) Demonstrate the ability to develop lessons in health education. (ELEM 13.5, 13.8, 13.9, 13.14) (EAP 7, 9, 10) (NCATE Tech 9)
- 11) Demonstrate and understand basic health promotion skills. (ELEM 13.6, 13.7, 13.10, 13.11, 13.13, 13.15) (EAP 3)

TEACHING METHODOLOGIES:

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| modeling | overhead projector by instructor |
| research | video tapes |
| lecture | presentations |
| computer sites | discussion |

COURSE REQUIREMENTS

Class Participation and Professionalism: Each student is expected to participate in a professional manner during all classroom and practical activities. Classroom activities may include quizzes, group discussions, written answers, verbal answers, and individual methods applications. Proper attire, including sneakers, and classroom behavior will be part of the evaluation process as well as active participation in discussion groups. Compulsory attendance is required. Each absence will result in an immediate two-point deduction. Lateness in excess of ten minutes and leaving class early will cause a deduction in the class participation grade. Any absence notes should be turned in by the next class meeting you attend. Documentation must be turned in a week before the last class meeting.

Assignments: All reports and lesson plans are to be typed and double-spaced. Handwritten material will not be accepted. There will be a one-point deduction for each day that the material is late.

Practical Application Paper: Each student will write a paper detailing how they could incorporate physical activity and health information into their classroom. The paper should be a minimum of two pages with a page each devoted to physical activity and health education. A journal article should serve as the source for either the physical activity or health education section. The paper should be specific as to the subject taught and teaching approaches. The journal article must be cited in the paper and listed in the bibliography. Appropriate journals will be reviewed in class. (See Instructor for due date)

Lesson Plan 1: Each student will develop a 30 minute physical education lesson plan for a class. The lesson must follow the format given in class and show a basic progression of skills. Grading will be based on the key components of the lesson plan being appropriate for the age group, proper progression of skills, instructional components, organization, objectives, smooth transitions, and safety.

Lesson Plan 2: Each student will develop a lesson plan for a physical education lesson. This lesson can be an integrated lesson; however the main emphasis must be on physical activity. The lesson plan must follow the format given in class and show a basic progression of skills. Grading will be based on the key components of the lesson plan being age appropriate, proper progression of skills, instructional components, organization, objectives, smooth transitions, and safety. A portion of this lesson will be taught to the class. The lesson plan is due the week prior to the teaching assignment.

Exams & Final: The exams and the final exam will consist of short answer or essay and multiple choice questions. Make-up exams are given only if the absence has been excused. In the event of an emergency, the instructor must be notified within 24 hours of the class exam and a make-up exam will be given if the absence is excused. If no notification is received by the instructor, no make-up exam will be available.

NOTE: In accordance with university policy, all beepers and cell phones must be turned off during class time.

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Evaluation:

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| Class Participation | 20% |
| Practical Application Paper | 10% |
| Lesson Plan 1 | 5% |
| Lesson Plan 2/teach | 15% |
| Test #1 | 25% |
| Final Exam | <u>25%</u> |
| | 100% |

Grading Scale:

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|-------------|------|
| 94 – 100% | = A |
| 90 - 93.99% | = A- |
| 87 - 89.99% | = B+ |
| 84 - 86.99% | = B |
| 80 – 83.99% | = B- |
| 77 - 79.99% | = C+ |
| 74 - 76.99% | = C |
| 70 - 73.99% | = C- |
| 67 - 69.99% | = D+ |
| 64 - 66.99% | = D |
| 60 - 63.99% | = D- |
| 0 - 59.99% | = F |

NOTE: No extra credit work will be accepted.

Course Outline (tentative) - Tuesday classes

- Lesson 1 Introduction, Health History & Informed Consent forms, Purpose of Physical Education (Ch. 1)
- Lesson 2 Skill Theme Approach (Ch. 2), Movement Concepts (Ch. 3)
Skill theme Practice
- Lesson 3 Levels of Skill Proficiency (Ch. 7), Developing the Content (Ch. 11), Lesson Planning (Ch. 8) p. 118-122
Skill theme Practice
- Lesson 4 Physical Fitness & Wellness (Ch. 4)
Skill Theme Practice
- Lesson 5 Learning Environment & Safety (Ch. 9), Class Management (Ch. 10), **Lesson Plan due**
Skill theme Practice
- Lesson 6 Observation (Ch. 12), Review
Skill Theme Practice
- Lesson 7 **Test #1**, Skill Theme Practice
- Lesson 8 Legal Liability, Instructional Approaches (Ch. 13)
Skill Theme Practice
- Lesson 9 Diverse Learners (Ch. 6)
Physical Education Lessons taught
- Lesson 10 Integrating Skill Theme Approach (Ch. 32)
Physical Education lessons taught
- Lesson 11 Movement Concepts Application (Ch. 16, 17, 18)
Physical Education lessons taught
- Lesson 12 Health Education
Physical Education Lessons taught
- Lesson 13 Health Education
Physical Education lessons taught
- Lesson 14 Health Education
Physical Education lessons taught
- Lesson 15 Review
Physical Education lessons taught
- Lesson 16 **Final Exam**

Course Outline (tentative) - Monday & Wednesday classes

- Lesson 1 Introduction, Health History & Informed Consent forms, Purpose of Physical Education (Ch. 1)
- Lesson 2 Skill Theme Approach (Ch. 2), Movement Concepts (Ch. 3)
Skill Theme Practice
- Lesson 3 Levels of Skill Proficiency (Ch. 7), Developing the Content (Ch. 11), Lesson Planning (Ch. 8) p. 118-122
Skill Theme Practice
- Lesson 4 Physical Fitness & Wellness (Ch. 4)
Skill theme Practice
- Lesson 5 Learning Environment & Safety (Ch. 9), Class Management (Ch. 10),
Lesson Plan due
Skill Theme Practice
- Lesson 6 Observation (Ch. 12), Review
Skill theme Practice
- Lesson 7 **Test # 1**, Skill Theme Practice
- Lesson 8 Legal Liability, Instructional Approaches (Ch. 13)
Skill Theme Practice
- Lesson 9 Diverse Learners (Ch. 6),
Physical Education lessons taught
- Lesson 10 Integrating Skill Theme Approach (Ch. 32)
Physical Education Lessons taught
- Lesson 11 Movement Concept Application (Ch. 16, 17, 18)
Physical Education Lessons taught
- Lesson 12 Health Education
Physical Education Lessons taught
- Lesson 13 Health Education
Physical Education Lessons taught
- Lesson 14 Health Education, review
Physical Education lessons taught
- Lesson 15 **Final Exam**

Course Outline (tentative) - Thursday, Friday, and Saturday classes

- Lesson 1 Introduction, Health History & Informed Consent forms, Purpose of Physical Education (Ch. 1),
- Lesson 2 Skill Theme Approach (Ch. 2), Movement Concepts (Ch. 3)
Skill Theme Practice

- Lesson 3 Levels of Skill Proficiency (Ch. 7), Developing the Content (Ch. 11), Lesson Planning (Ch. 8) p. 118-122
Skill Theme Practice
- Lesson 4 Physical Fitness & Wellness (Ch. 4)
Skill Theme Practice
- Lesson 5 Learning Environment & Safety (Ch. 9), Class Management (Ch. 10),
Lesson Plan due
Skill Theme Practice
- Lesson 6 Observation (Ch. 12), Review
Skill Theme Practice
- Lesson 7 **Test #1**, Skill Theme Practice
- Lesson 8 Legal Liability, Instructional Approaches (Ch. 13)
Physical Education Lessons taught
- Lesson 9 Diverse Learners (Ch. 6), Integrating Skill Theme Approach (Ch. 32)
Physical Education Lessons taught
- Lesson 10 Movement Concepts Application (Ch. 16, 17, 18)
Physical Education Lessons taught
- Lesson 11 Health Education
Physical Education Lessons taught
- Lesson 12 Health Education
Physical Education Lessons taught
- Lesson 13 Health Education, Review
Physical Education Lessons taught
- Lesson 14 **Final Exam**

BIBLIOGRAPHY:

A. Books

AAHPERD (2000). *Moving into the future: National Physical Education Standards: A guide to content and assessment.*

AAHPERD (1999). *Physical best activity guide: Elementary level.* Champaign, IL: Human Kinetics.

Bailey, G. (2001). *The ultimate sport lead-up book.* Educators Press.

Bailey, R. (2001). *Teaching Physical Education.* Kogan Page, Limited.

Clements, R.L. (Ed.). (1995). *Games and great ideas: A guide for elementary school physical educators and classroom teachers.* Westport, CT: Greenwood Press.

Hakala, J., Buckner, W. P. Jr., and Douglas, K. (1996). *Health Education Teaching Ideas Elementary*, Volume II. American Association for health Education.

Holt/Hale, S. (2000). *Assessment Series-Assessing and Improving Fitness in Elementary Physical Education*. NASPE.

Lancaster, S. B. (2002). *Fair play: Making organized sports a great experience for your kids*. Prentice Hall Press.

Lund, J. (2000). *Creating Rubrics for Physical Education*. AAHPERD.

Melograno, V. (2000). *Portfolio Assessment for K-12 Physical Education*. NASPE.

Mosston, M., & Ashworth, S. (2001). *Teaching Physical Education*. Pearson Education.

NAGWS (2000). *Play for Power: Creating Leaders through Sport*.

Pangrazi, R. P. (2000). *Dynamic physical education for elementary school children*. Pearson Education.

Poppen, J. D. (2002). *201 games for the elementary physical education program*. Prentice Hall Direct.

Schmottlach, N., & McManama J. (2001). *The physical education activity handbook*. Pearson Education.

Stillwell, J. L. L., & Willgoose, C.E. (2001). *The physical education curriculum*. Waveland Press.

Williams, A. (Ed.) (2000). *Primary School Physical Education: Research into Practice*. London: Routledge Falmer Press.

B. JOURNALS

American Journal of Public Health

Journal of Health Education

Journal of Physical Education, Recreation and dance

The Physician and Sports Medicine

The Physical Educator

Research Quarterly for Exercise and Sport

Journal of Educational Research

Medicine & Science in Sports & Exercise

Florida Journal of Health, Physical Education, Recreation and Dance

Journal of Educational Theory

Journal of Learning Disabilities

Journal of American College Health Association

Journal of Pediatric Exercise Science

C. WEBSITES

<http://www.pecentral.org>

<http://www.cdc.gov>

<http://www.aahperd.org/>

<http://www.apha.org>

<http://www.aahperd.org/naspe/naspe.html>

<http://www.aahperd.org/aahe/aahe.html>

<http://www.amhrt.org/>

<http://www.crossnet.org/youth/index.html>

Practical Application Paper Rubric: 10 points

| Evaluation Criteria | Excellent: 2.0 | Good: 1.5 points | Fair: 1 point | Poor: 0-.5 |
|------------------------------------|---|---|--|--|
| Overall development of ideas | Excellent development of ideas | Good development of ideas | Fair development of ideas | Poor to no development of ideas |
| Physical activity idea development | Excellent development of physical activity idea (one full page) | Good development of physical activity idea (a little less than one full page) | Fair development of physical activity idea (one half page) | Poor development of physical activity idea (less than one half page) |
| Development of health information | Excellent development of health information (one full page) | Good development of health information (a little less than one full page) | Fair development of health information (one half page) | Poor development of health information (less than one half page) |
| Appropriate source | Article is from an appropriate journal. Article is cited in the paper and listed in the bibliography. | Article is from an appropriate journal. Article is listed in the bibliography but not cited in the paper. | Article is not from an appropriate journal or is not listed in the bibliography. | Article is missing an author or source. |
| Grammar & punctuation. | No grammar or punctuation errors | 1 grammar or punctuation error | 2 grammar or punctuation errors | 3 or more grammar or punctuation errors |

Lesson Plan Rubric: 5 points

| Evaluation Criteria | Excellent: 1 point | Good: .75 point | Fair: .5 point | Poor: .25 point |
|------------------------------|---|--|--|--|
| Components and lesson length | All components of the lesson plan are present Lesson length is appropriate | Most of the components of the lesson plan are present Lesson length is 1 minute short | Some of the lesson plan components are present Lesson length is 2 minutes short | None of the lesson plan components are present Lesson length is 3 minutes short |
| Lesson level | All of the skills are at the appropriate level for the class | Most of the skills are at the appropriate level for the class | Some of the skills are at the appropriate level for the class | None of the skills are at the appropriate level for the class |
| Objectives | All of the objectives are listed and are appropriate for the lesson | Most of the objectives are listed and are appropriate for the lesson | Some of the objectives are listed and are appropriate for the lesson | None of the objectives are listed |
| Introduction and instruction | All of the introduction is listed and appropriate for | Most of the introduction is listed and appropriate for | Some of the introduction is listed and appropriate for | None of the introduction is listed The introduction is |

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|-----------------------------|--|---|---|---|
| | the lesson All of the instruction is explained thoroughly | the lesson Most of the instruction is explained thoroughly | the lesson Some of the instruction is explained | not appropriate The instruction is not explained |
| Task development and Safety | Task development demonstrates an excellent progression of skills Safety is considered throughout the lesson | Task development demonstrates a good progression of skills Safety is considered for most of the lesson | Task development demonstrates a fair progression of skills Safety is considered for some of the lesson | No skill progression is shown Safety is not considered |

Physical Education Lesson Rubric: 15 points

| Evaluation Criteria | Excellent: 3 points | Good: 2 points | Fair: 1 point | Poor: 0 – .5 points |
|--|--|---|--|---|
| Objectives and Level | All the objectives for the lesson are listed and met. All the instructional levels listed are appropriate for the lesson. | One objective is missing or not met. One instructional level is not listed or inappropriate. | Two objectives are missing or not met. Instructional level is not listed. | Objectives are not listed. |
| Progression of skills and transitions between skills | Excellent progression of skills with at least three stages. Excellent transitions between skills. | Good progression of skills with at least two stages. Good transitions between skills. | Fair progression of skills with at least one stage. Fair transition between skills. | No progression of skills. Poor or no transitions between skills. |
| Instructional delivery | Clear instructional delivery Necessary cues and feedback given | Instructional delivery was mostly clear. Cues and feedback were mostly given | Some of the instructions were delivered Some cues and feedback was given | No instruction was given No cues or feedback were given |
| Class control and management | Class is under control all of the time Safety is | Class is under control most of the time Safety is | Class is under control some of the time Safety is | Class is not under control Safety is not considered and the |

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|---------------------|---|--|---|--|
| | considered and the instructor has a good view Class meets time criteria | considered and the instructor has a good view of the class most of the time Class is 1 minute short | considered a little and the instructor can view the entire class some of the time Class is 2 minutes short | instructor cannot view the entire class Class is 3 minutes short |
| Written lesson plan | All of the lesson plan follows the format given. All of the objectives are listed. All of the explanations are clear | Most of the lesson plan follows the format given. Most of the objectives are listed. Most of the explanations are clear. | Some of the lesson plan follows the format given. Some of the objectives are listed. Some of the explanations are clear. | None of the lesson plan follows the format given. None of the objectives are listed. None of the explanations are clear. |