

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: PHE COURSE NUMBER: 400 CREDIT HOURS: 3

I. TITLE: Teaching Physical Education in the Elementary Schools

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Investigation, appraisal and practice of methods, techniques, and materials for development of motor skill learning in the elementary school child.

Prerequisite(s): EDU 303 or PHE 304

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), Interstate Teacher Assessment and Support Continuum (InTASC) and the Society of Health and Physical Educators (SHAPE) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. describe and analyze the relationships between physical education teaching and motor skill learning with all children - closure should indicate it takes lots of practice to learn a skill (KTPS/InTASC #1, 4, 5; SHAPE # 1, 2, 3);
- B. incorporate appropriate national and state Physical Education standards into lessons (KTPS/InTASC # 4, 5);
- C. recognize and plan developmentally appropriate learning opportunities for young children ensuring maximum participation for all lessons (KTPS/InTASC # 4, 5, 7, 8; SHAPE # 1, 2, 5);
- D. teach developmentally appropriate lessons to peers.(KTPS/InTASC #7, 8);
- E. effectively combine pre-active and post-active skills such a planning and student assessment (KTPS/InTASC # 6, 7);
- F. realistically and accurately reflect on the teaching process as it relates to student learning (KTPS/InTASC # 9);
- G. correctly employ systematic observation of teaching skills to improve student learning (KTPS/InTASC # 8);
- H. demonstrate effective teaching strategies such as creating a positive climate, using protocols, demonstrations, set-inductions, specific congruent feedback, closure, visual checking for understanding, handling equipment and materials (KTPS/InTASC #4, 5, 7, 8; SHAPE # 5); and
- I. write professionally for the field of health and physical education (KTPS).

The COE Theme of Educator as Reflective Decision-Maker is included in this course by requiring students to reflect on their teaching and how students learned during the lesson they taught.

The EPSB theme of Assessment is touched on briefly in specific discussions related student learning in schools and assessment in physical education. Pre-service teachers will be required to assess their students in their peer teaching episode and reflect directly on the student learning piece for the lesson.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Pedagogy (applied directly to the KY Teacher Standards 1-5, 7 & 10)
- B. Design/plan lesson plan
 - 1. Creates/maintains a learning environment
 - 2. Implements/ manages instruction
 - 3. Observes / assesses / evaluates student learning
 - 4. Reflects and evaluates own teaching [Scoring Rubric and Reflection of own Teaching and Learning,
 - 5. Collaborates with peers in teaching/learning groups
 - 6. Demonstrates knowledge [Scoring Rubrics, Quizzes, Assignments]
 - 7. Utilizes technology (Web, Word, grading program, etc.)
- C. Content
 - 1. Movement Concepts (Body, Space, Effort, Relationship). [Assessment documentation of student's learning, written assignments and quizzes].
 - 2. Skill Themes [Assessment documentation of students learning includes Lab scoring rubrics, written assignments and quizzes].
 - 3. PE standards, KY Core content, Grade-level benchmarks, motor development concepts (feedback, developmental concepts, etc.)
- D. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. The class includes lecture including media, discussions, assignments, classroom participation, group work (teaching and learning groups), hands-on teaching experiences, and performance assessments.
- B. Students are expected to be active listeners, contribute to group discussions and complete all in-class assignments.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

Graham, G. (2010). *Teaching children physical education: Becoming a master teacher* (3rd ed.). Champaign, IL: Human Kinetics.

VIII. EVALUATION AND GRADING PROCEDURES:

Grading is based on the following criteria:

- Assignments and quizzes.....(40%)
 - Questions/discussion from chapter reflections.....(10%)
 - Instructor and peer observation.....(10%)
 - *Designing an Instant Activity for Elementary Physical Education...(20%)

Design an “instant activity” involving elementary physical education children as soon as they enter the gymnasium or edge of the playground. A detailed description of the instant activity, used as a warm-up before the class lesson, a review or connection to previous lessons, or part of a task you are presently teaching, should include the following items: Grade level of children involved, Equipment needed, Diagram of equipment arrangement in gymnasium or on playground, Use of bulletin boards, posters, verbal reminders etc. for instruction, Music selected and rationale for selection, Bonus: Use of technology to enhance presentation of instant activity. Assessment of Livetext project will be based on rubric criteria distributed in class. Kentucky Teaching Standards for Initial-Level Performance

- Standard 1: Demonstrates Applied Content Knowledge
- Standard 3: Creates and Maintains Learning Climate
- Standard 4: Implements and Manages Instruction
- Standard 6: Demonstrates the Implementation of Technology

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|---------------------------|------|
| Midterm Exam..... | 30% |
| End of Semester Exam..... | 30% |
| | 100% |

Grading scale: 90-100%...A 80-89%...B 70-79%...C 60-69%...D Below 60%...E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing

information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national

origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/ CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**