DEPARTMENT: ACS COURSE NUMBER: PHE 459 CREDIT HOURS: 3

I. TITLE: Teaching Adolescent Physical Education

II. COURSE DESCRIPTION: Introduces a number of teaching methods and techniques appropriate to middle and secondary health and physical education. Includes 12 field hours. Prerequisite: HPE 175

III. PURPOSE: To acquaint the prospective health and physical education teacher with various aspects of the classroom environment. To understand the importance of ethical behavior in the professional domain of management, learning styles, behavior mechanisms, learning principles, lesson planning, delivery styles and different methodology.

IV. COURSE OBJECTIVES: The objectives indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclose in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS). The student will be able to:

A. explore different styles of learning. (KTS #2)
B. demonstrate the need for professional growth through continued study and professional affiliations. (KTS #2)
C. practice using classroom/teaching materials, organizational strategies and classroom strategies to enhance learning climate. (KTS #2, 3, 4)
D. acquire, integrate, reflect, and perform various teaching techniques. (KTS #2, 3, 4, 5)
E. study professional journals related to the study of Pedagogy and integrate these studies into teaching methods. (KTS #3, 9)
F. review the varied teaching strategies. (KTS #2, 3)
G. incorporate technology into the learning process. (KTS #6)
H. learn ways of handling common problems that occur in the Health and Physical Education class. (KTS #3, 4)
I. learn how to plan a Health and Physical Education curriculum, a unit plan, and a lesson plan. (KTS #2)
J. implement, evaluate and reflect on lesson plans. (KTS #2, 4, 5)
K. implement KERA standards in relation to the Health and Physical Education curriculum requirements. (KTS #1, 2, 4)
L. develop a working portfolio. (KTS #6)

The COE Theme of Educator as Reflective Decision maker is addressed in this course by requiring students to reflect on teaching methods in a classroom environment, physical education teachers as engaged professionals, and the ecology of teaching and learning in physical education.
The EPSB Theme of Assessment will be explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as Assessment and Grading, Formal and Informal Assessment, and Designing Assessment Tasks.

V. CONTENT OUTLINE:
A. Ethics in teaching
B. Teaching expectations
   1. Learning goals
   2. KERA expectations
   3. Program of Studies
   4. Core Content
C. Getting off to a good start in teaching
   1. Class rules
   2. Organization of class setting
D. Effective teaching techniques.
E. Planning a curriculum and portfolio development
   1. Plan a curriculum
   2. Make a unit plan
   3. Make a lesson plan
   4. Management of student conduct
   5. Assessment of student performance
   6. Reflect on lesson
   7. Design a professional growth plan
   8. Developing a portfolio
F. Implementation of the lesson plan
   1. Peer teaching
   2. Peer evaluation
G. Dealing with problems in teaching Health and Physical Education
   1. Dressing out
   2. Exercises
   3. Locker room problems
   4. Equipment
   5. Safety
H. Different teaching techniques
   1. Command
   2. Practice
   3. Reciprocal
   4. Self-check
   5. Guided discovery
   6. Individualized
I. Technology (using on-line services for planning and research)

VI. INSTRUCTIONAL ACTIVITIES:
A variety of activities will be used which will include lecture, group activities, projects, peer teaching, panel discussions, and computer assignments.
VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Twelve hours of fieldwork will be required in middle or high school health and physical education and 15-18 hours laboratory experience.

VIII. RESOURCES:
Waterfield Library, Student Computer Lab, and Kentucky Library, RACERtrak, Kentucky Department of Education

IX. GRADING PROCEDURES:
A. Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Possible</th>
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<tbody>
<tr>
<td>Chapter Study Activities</td>
<td>10 pts. x 4</td>
<td>40</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>10 pts. x 10</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>50 pts.</td>
<td>50</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100 pts.</td>
<td>100</td>
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<tr>
<td>Exams</td>
<td>100 pts. x 4</td>
<td>400</td>
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<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>690</strong></td>
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The following scale will be used:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>621-690</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>552-620</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>483-551</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>414-482</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>413 &amp; below</td>
<td>59%-below</td>
<td>E</td>
</tr>
</tbody>
</table>

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin. Students are expected to attend all class meetings and field experiences. The field experiences carry an extra responsibility for students to act Professionally.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES: HPE 175

XIV. NON-DISCRIMINATION 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, 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. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. 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.

ALL STUDENTS (MALE AND FEMALE) MUST NOT WEAR HATS, CAPS, OR HEAD “DRESSINGS” DURING CLASS MEETINGS OR FILED EXPERIENCES.

ALL STUDENTS MUST DRESS APPROPRIATELY AS PER TEACHER EDUCATION SERVICES GUIDELINES DURING FIELD EXPERIENCES.

ALL CELL PHONES AND PAGERS MUST BE TURNED OFF DURING CLASS MEETINGS AND FIELD EXPERIENCES.