MURRAY STATE UNIVERSITY
COURSE SYLLABUS

DEPARTMENT: Adolescent, Career and Special Education

COURSE: PHE 400 3 Semester Hours

I. TITLE: Teaching Physical Education in the Elementary School

II. CATALOG DESCRIPTION: Investigation, appraisal and practice of methods, techniques, and materials for development of motor skill learning in the elementary school child. Prerequisite: HPE 175, junior or senior standing, or permission of program coordinator.

III. PURPOSE: The intent of this course is to broaden the background of the prospective elementary school physical educator’s knowledge of various aspects of learning styles, learning materials, classroom management, instructional planning, methodology, and strategies. This course shall enhance the student’s understanding of the development of the fundamental motor skills which serve as the foundation of successful movement experiences in physical education.

IV. COURSE OBJECTIVES: The behaviors 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 enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards. As a result of participation in this course, the student will:

A. Demonstrate an understanding of the elementary school physical education program and the effects the program may have on the individual and society. (NTS III)
B. Possess an understanding of the elementary school child. (NTS VIII)
C. Understand how different stages of growth and development impact the learning processes (NTS III)
D. Demonstrate knowledge of the acquisition and development of the fundamental motor skills
   1. Movement Concepts
      a. Location
      b. Pathways
      c. Force
      d. Levels
      e. Speed
      f. Direction
      g. Relationships
   2. Fundamental Motor Skills
      a. Locomotor Skills: running, hopping, jumping, galloping, sliding, skipping, leaping
b. Nonlocomotor/Body management Skills: bending, turning, balancing, pushing, twisting, rocking/swaying, stretching, pulling, landing, stopping, dodging/fleeing
c. Manipulative Skills: rolling, throwing, catching, passing, dribbling, striking, kicking

E. Design and implement physical education activities for instructing elementary aged children in the above skills.
   1. Individual activities
   2. Group activities
   3. Low Organization Games
      a. Education games: involve use of basic motor skills and movement concepts
      b. Skill games: primary purpose is the practice of one or a limited number of skills
      c. Lead-up games: combine spatial and body awareness with fundamental motor skills in the context of modified team sports

F. Plan and design educational materials/experiences that are appropriate in an elementary school physical education program. (NTS I)

G. Demonstrate an understanding of curriculum models, unit plans, and lesson plans for the elementary physical education program. (NTS I)

H. Develop organizational and teaching strategies in elementary physical education. (NTS II & III)
   I. Learn to establish the environment for learning, safety, and class management. (NTS II)
   J. Explore the different styles of learning and methodologies necessary to accomplish desired outcomes. (NTS IV & V)
   K. Understand the essentials of evaluation to measure objectives. (NTS IV & V)
   L. Review the varied teaching strategies which can be modified or adapted to meet individual needs. (NTS V)
   M. Understand the importance of ethical behavior in the professional domain. (NTS VII)
   N. Understand the need for professional growth through continued study and professional affiliations. (NTS VII)
   O. The student will be provided opportunities for field and in-class experiences and critiques. (NTS VI)

V. CONTENT OUTLINE:
   A. Goals for Elementary Physical Education – NAPSE, COPEC, KERA
   B. Planning to Maximize Learning
   C. Management and Behavior Protocols
   D. Strategies for Minimizing Off-Task Behavior
   E. Getting the Lesson Started
   F. Instructing and Demonstrating
   G. Motivating Children to Practice
   H. Observing and Analyzing Fundamental Motor skills
   I. Developing Content
VI. INSTRUCTIONAL ACTIVITIES: The class will include lecture, discussion, textbook assignments, classroom participation, group work, projects, teaching experience, and tests.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Students will spend twelve clock hours teaching public school children in physical education classes. These hands-on field experiences will be critiqued by the instructor and fellow students.

VIII. RESOURCES: Area Home School Association, journals, research, computer-lab material.

IX. GRADING PROCEDURES: Student final grades will be based on exams, textbook assignments, quizzes, projects, class assignments, group work and teaching experiences. Grading will be done on total points. Each test, quiz, project, teaching assignment, etc., will be assigned a designated number of points. The average will be calculated by dividing the total number of points available into the number of points accumulated. A 2 point deduction will be made from the final average for each absence over 2.

X. ATTENDANCE POLICY: This course adheres to the policy stated in the MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY: Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.


XIII. PREREQUISITES: HPE 175, junior or senior standing, or permission of program coordinator.