Methods of Teaching Physical Education, Grades 6-12

**Catalog Description:** Methods of teaching physical education in grades 6-12. Emphasis on factors of purpose, growth and development, motor learning, program planning, and evaluation. Students will be required to complete a minimum of 24 field experience hours observing and assisting in a school based physical education program.


LiveText

Each student must provide a two (2) inch, three (3) ring binder for developing the required course notebook. In addition, each student will be required to provide flash drive with adequate storage capacity for all shared electronic materials.

**Course Objectives:** At the completion of this course the student will be able to demonstrate:

- Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching fields as defined in the Alabama courses of study for those teaching fields.
- Understanding of the ALEX Bench Marks and how to incorporate them into daily lesson plans.
- Ability to prepare and write a lesson plan
- Ability to teach boys and girls at the secondary school level. (grades 6-12)
- Certain fundamental skills in activities preparatory to teaching the secondary student.
- A wide variety of activities suitable for grades 6-12.
- Ability to organizing and conducting class groups.
- Ability to teach games and activities in actual class situations, emphasizing the nature and value of these games and activities.
- Understanding of the characteristics of the secondary school child and how to apply this knowledge in handling the students in a class situation.
- Ability to teach physical education skills progressively to students in grades 6-12.
Select appropriate sources of materials for use in physical education classes in grades 6-12.

Ability to recognize and correct deficiencies in performance of activities.

Ability to access student performance in grades 6-12.

Ability to recognize safety factors in teaching physical education.

Knowledge relative to the purchase and care of suitable physical education equipment.

Ability to construct a physical education program for secondary school based on lesson plans, units, and course of study.

Application of a sound philosophy toward secondary physical education.

Ability to define physical education and educational and identify cultural forces affecting secondary physical education.

An understanding of the controversial issues in physical education.

Ability to establish a reasonable and logical discipline and grading system for a secondary physical education program.

PROFESSIONAL STANDARDS AND ASSESSMENTS:

Content included in this course fulfill Alabama Physical Education Knowledge and Ability Standard 290-3-3-33

- (2)(a)1.(iii) The biological, psychological, sociological, experimental, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.

- (2)(a)1.(x) Organization, rules, strategies, and safety considerations pertaining to activities taught in a comprehensive physical education program.

- (2)(a)1.(xii) National standards for physical education, the Alabama Course of Study: Physical Education, and local program goals for physical education.

- (2)(c)2.(i) Develop and use appropriate instructional cues and prompts to facilitate competent motor skill learning.

- (2)(d)2.(i) Strategies to motivate students to participate in physical activity to promote lifelong health and fitness habits.

- (2)(d)2.(ii) Potentially dangerous activities, exercises, equipment, and facilities.

- (2)(d)2.(iii) Ways to avoid negligence in using facilities, equipment, and supplies.

Content of this course links with UNA College of Education Conceptual Framework References 1, 2, 3, 4, 5, 6.

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<td>Special Olympics lesson plan Mid-term exam</td>
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**COURSE CONTENT:**

I. Physical Education in the Secondary School

II. The Impact of Physical Activity on Adolescents
   A. Growth
   B. Maturity
   C. Academic Achievement
   D. Health
   E. Long-term effect

III. Steps in Developing a Curriculum

IV. Planning for Effective Instruction
   A. Long term plans
   B. Unit plans
   C. Daily lesson plans
   D. Available resources

V. Management and Discipline

VI. Teaching Styles
   A. Command or Direct Style
   B. Task Style
   C. Individual Style
   D. Cooperative Learning

VII. Assessment, Evaluation, and Grading
   A. Uses for Student Evaluation
   B. Skills Test
   C. Written Test

VIII. Students and Disabilities

IX. Liability and Safety

X. Physical Fitness

XI. Furthering the Opportunity for Physical Activity:
   A. Intramurals
   B. Sports Clubs
   C. Athletics

XII. Promoting Life Time Activities
   A. Recreational
   B. Individual and Dual
   C. Outdoor adventure activities

XIII. Sports
   A. Lead-up Games
   B. Racket sports
   C. Basketball
   D. Softball/baseball
   E. Football
   F. Soccer
G. Volleyball
H. Track and field
I. Hockey
XIV. Manipulatives
XV. Jump rope activities
XVI. Rhythmic activities
   A. Cup stacking
   B. Dance
XVII. Games and Relays

COURSE ACTIVITIES:
Lectures/discussions
Small group projects
Skills practice sessions
Field trips
Professional readings
On site teaching experiences
Observations
Peer teaching
Activity skill teaching
Activity classes
Unit plans including lesson plans
Skills evaluations
Written exams

GRADING PROCEDURE:
During this course the student will be required to complete a series of assignments. The grades received on these assignments will be averaged to determine the student’s final course grade. The student’s final grade in this course will be awarded according to the following scale:

- 90-100=A
- 80-89=B
- 70-79=C
- 60-69=D
- Below 60=F

Specific assignments required in this course will consist of the following:

- Mid Term 1/6 grade
- Final Exam 1/6 grade
- Unit Plan, note book and zip drive 1/6 grade
- Clinical Teaching Experience 1/6 grade
- Observations/Written Observation 1/6 grade
- Class Activity Grade 1/6 grade

Each of the six required assignments will have a point value of 100 points. Specifics relative to each required assignment are as follows:

- Mid Team-Consist of all material covered for this course up to this point.
- **Final Exam**—Will consist of all material covered for this course during the semester.
- **Unit Plan, note book, and zip drive**—Must include the following:
  1. **Unit Plan**
     a. Planned out calendar
     b. Objectives (unit and daily)
     c. Daily lesson plans for at least 10 days
     d. Related materials to unit
     e. Hand-out of rules, terms, study guide
     f. Written test
     g. Skills test
     h. Assessment Charts
     i. This unit plan must be submitted to LiveText for evaluation and grade
     j. Placed on zip drive to share with students and instructor in class
  2. **Note Book**
     a. A functional philosophy for physical education in secondary grades
     b. All handout material from the instructor and students.
     c. Discipline plan and grading system
     d. Class notes
  3. **Zip drive**
     a. Student must provide their own zip drive
     b. They must bring it to class
     c. Share work with other students
- **Clinical Teaching Experience**—Each student will be required to teach a lesson from his/her unit to a group of students at an assigned school (grades 6-12). Evaluation will be according to an established rubric which is available on LiveText.
- **Observation**:
  1. A total of 27 hours
     a. 3 hours observation at Muscle Shoals Middle School
     b. 6 hours team teaching at Muscle Shoals Middle School
     c. 12 hours on site teaching monitored by instructor—participate and observe at local extend-a-day programs, YMCA, and Muscle Shoals Middle School.
     d. 1 hour teaching a detailed lesson from unit plan
     e. 5 hours working with Shoals Area Special Olympics at Muscle Shoals
  2. Student should dress to participate in class activities. Wear comfortable clothes and tennis shoes. Attire should follow the dress code of the school they are attending. (Example: No sagging, hats, shorts no shorter than credit card length above knee, etc.)
  3. **Written Observations**
     a. Detailed written up observations must be turned in by assigned date
     b. University Field Experience Log must be turned in by assigned date
to the instructor.
c. Student should retain a copy of Field Experience Log to meet graduation requirements.

- Class Activity-Will consists of skills test, participation, attendance and dress. The student should wear comfortable clothes and tennis shoes. They should dress in a profession manner as if they were the teacher of the physical education class.

NOTE: To apply credit for this course to a Teacher Education Program, the candidate must earn a C or better.

ATTENDANCE POLICY:
All students are expected to attend all classes. Two missed classes will result in a deduction of one letter grade from the final average. This is the equivalent of six regular class dates. Whenever a student’s cumulative absences for any reason, excused or unexcused, exceed the equivalent of four weeks of scheduled classes and activities, the student will receive a grade of “F” for this course.

DRESS REQUIREMENT:
Students are expected to dress for participate in class physical activity. This includes wearing comfortable clothes and tennis shoes to each class session.

MAKE-UP POLICY: Permission to do any make-up work must be approved by the course instructor. A reduction of one letter grade will be assigned to any student permitted to complete make-up work for assignments missed during class time.

TOBACCO AND DRUG USE POLICY:
Alabama law prohibits the use of tobacco products on public school campuses. The use of any tobacco products or drugs, including alcohol, will not be permitted during this course. Any student who uses tobacco products during or attends class under the influence or appears to be under the influence of drugs, including alcohol, will be dismissed from that class and counted absent for the day.

PERSONAL TECHNOLOGY POLICY:
Use of cell phones or other electronic devices will not be allowed in class without prior instructor approval. Phones should be off or in silent mode. There is no reason for a student to have to send or address calls or messages during class. If the student has extenuating circumstances and needs to be available for an emergency, permission should be secured from the course instructor before class begins. The first time a cell phone rings in class may be attributed to poor judgment. If this occurs a second time the person who brought the phone to class will be dismissed from class for the day and counted absent and receive a grade of zero (0) for the day’s class work. This cell phone policy applies to all classes including exams and presentations.

ACCOMMODATION STATEMENT:
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

ACADEMIC HONESTY:
Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.
Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice
President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.
HPE 300: Methods of Teaching Physical Education, Grades 6-12
Practice Teaching Observation Check Sheet

Student: ___________________________  SID#: ______________________
Observation Location: _______________________
Observer: _______________________________________________________

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**Rubric:**
- **Target:** Student demonstrated standard without mistakes or with self-correction of minor mistakes during lesson delivery.
- **Acceptable:** Student demonstrated standard with minor mistakes which requested observer correction during lesson delivery.
- **Unacceptable:** Student failed to satisfactorily demonstrate standard or exhibited major mistakes during lesson delivery.