Methods of Teaching Physical Education, Grades P-6

CATALOG DESCRIPTION: Emphasis on student growth and development, selection age appropriate activities including games, stunts, relays and rhythms, and sequential skill introduction. Additional emphasis will be given to motor learning, program planning, and evaluation for these grade levels. Students will be required to complete a minimum of 24 field experience hours observing and assisting in a school based physical education program.


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.
- To prepare students to teach boys and girls at the elementary school level (Grades N-6)
- To provide students with the opportunity to develop certain fundamental skills in activities preparatory to teaching in the elementary grades.
- To present a wide variety of activities suitable for Grades N-6.
- To study ways and means of organizing and conducting class groups.
- To teach games and activities in actual class situations, emphasizing the nature and value of these games and activities.
- To understand the characteristics of the elementary school child and how to apply this knowledge in handling the child.
- To know sources of materials for use in physical education.
- To recognize safety factors in teaching physical education.
• To recognize and correct deficiencies in performance of activities.
• To know about the purchase and care of suitable equipment.
• To be able to construct a physical education program for the elementary school based on lesson plans, units, and courses of study.
• To develop a sound philosophy toward physical education.
• To be able to define physical education and educational and cultural forces affecting physical education.
• To know and understand the controversial issues in physical education.
• To be able to set up a reasonable and logical grading system for the elementary school child.
• To understand motor learning as it relates to capability, readiness, motivation, goals, learning new skills, practice, progression, feedback, reinforcement, transfer of movement learning, and part method vs whole method of teaching.

PROFESSIONAL STANDARDS AND ASSESSMENT:
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.(xi) Techniques for designing co-curricular activities, such as intramurals, field days, and other special events.
• (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.
<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
<th>Assessment</th>
<th>Instrument</th>
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<tbody>
<tr>
<td>290-3-3..33</td>
<td>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.</td>
<td>Lesson plans</td>
<td>Rubric</td>
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<tr>
<td>(2)(a)1.(iii)</td>
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<td>Mid-term exam</td>
<td>Grading scale</td>
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<tr>
<td>290-3-3..33</td>
<td>Organization, rules, strategies, and safety considerations pertaining to activities taught in a comprehensive physical education program.</td>
<td>Card file</td>
<td>Exam</td>
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<tr>
<td>(2)(a)1.(x)</td>
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<td>Notebook</td>
<td>Rubric</td>
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<td>Lesson plans</td>
<td>Rubric</td>
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<tr>
<td>290-3-3..33</td>
<td>Techniques for designing co-curricular activities, such as intramurals, field days, and other special events.</td>
<td>Intramural plan</td>
<td>Rubric</td>
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<tr>
<td>(2)(a)1.(xi)</td>
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<td>Lesson plan</td>
<td>Rubric</td>
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<tr>
<td>290-3-3..33</td>
<td>National standards for physical education, the Alabama Course of Study: Physical Education, and local program goals for physical education.</td>
<td>Lesson plan</td>
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<td>(2)(a)1.(xii)</td>
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<td>290-3-3..33</td>
<td>Develop and use appropriate instructional cues and prompts to facilitate competent motor skill learning.</td>
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<td>Rubric</td>
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<tr>
<td>(2)(c)2.(i)</td>
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<td>Rubric</td>
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<tr>
<td>290-3-3..33</td>
<td>Strategies to motivate students to participate in physical activity to promote lifelong health and fitness habits.</td>
<td>Lesson plan</td>
<td>Rubric</td>
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<td>(2)(d)2.(i)</td>
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<td>Practice</td>
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<td>Strategies to motivate students to participate in physical activity to promote lifelong health and fitness habits.</td>
<td>teaching</td>
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<td>experience</td>
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<tr>
<td>290-3-3..33</td>
<td>Potentially dangerous activities, exercises, equipment, and facilities.</td>
<td>Mid-term exam</td>
<td>Grading scale</td>
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<tr>
<td>(2)(d)2.(ii)</td>
<td></td>
<td>Final exam</td>
<td>Grading scale</td>
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<td>Ways to avoid negligence in using facilities, equipment, and supplies.</td>
<td>Lesson plans</td>
<td>Rubric</td>
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<tr>
<td>290-3-3..33</td>
<td>Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the Alabama Course of Study for those teaching fields.</td>
<td>Lesson plan</td>
<td>Rubric</td>
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<td>(2)(d)2.(iii)</td>
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<td>Practice</td>
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<td>290-3-3..33</td>
<td>Ability to use effective verbal and nonverbal communication skills across a variety of instructional formats.</td>
<td>Observation</td>
<td>Rubric</td>
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<tr>
<td>(2)(d)3.(i)</td>
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<td>Rubric</td>
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<tr>
<td>290-3-3..33</td>
<td>Ability to implement effective demonstration, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.</td>
<td>Observation</td>
<td>Rubric</td>
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<tr>
<td>(2)(d)3.(ii)</td>
<td></td>
<td>Rubric</td>
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<tr>
<td>290-3-3..33</td>
<td>Ability to group students appropriately for activity and work effectively with large groups of students.</td>
<td>Observation</td>
<td>Rubric</td>
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<tr>
<td>(2)(d)3.(iii)</td>
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<td>Rubric</td>
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<tr>
<td>290-3-3..33</td>
<td>Ability to use managerial routines and transitions that create safe and smoothly functioning learning experiences and environments.</td>
<td>Observation</td>
<td>Rubric</td>
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<tr>
<td>(2)(d)3.(iv)</td>
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<tr>
<td>290-3-3..33</td>
<td>Ability to analyze and correct critical elements of motor skills and performance concepts and provide effective instructional feedback for skill acquisition, student learning, and motivation.</td>
<td>Observation</td>
<td>Rubric</td>
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<tr>
<td>(2)(d)3.(v)</td>
<td></td>
<td>Rubric</td>
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<tr>
<td>Code</td>
<td>Description</td>
<td>Method</td>
<td>Tool</td>
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<tr>
<td>290-3-3-.33(2)(d).3.(vi)</td>
<td>Ability to recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.</td>
<td>Observation</td>
<td>Rubric</td>
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<tr>
<td>290-3-3-.33(2)(d).3.(vii)</td>
<td>Ability to monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.</td>
<td>Observation</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33(2)(d).3.(viii)</td>
<td>Ability to implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</td>
<td>Observation</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33(2)(e).2.(i)</td>
<td>Ability to use appropriate assessments to evaluate student learning before, during, and after instruction.</td>
<td>Observation</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33(2)(e).2.(ii)</td>
<td>Ability to utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.</td>
<td>Observation</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33(2)(f).3.(i)</td>
<td>Ability to display behaviors that are consistent with the belief that all students can become physically educated individuals.</td>
<td>Observation</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33(2)(f).3.(iii)</td>
<td>Ability to demonstrate behaviors that are consistent with the Alabama Educator Code of Ethics.</td>
<td>Observation</td>
<td>Rubric</td>
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<tr>
<td>290-3-3-.33(2)(f).3.(iv)</td>
<td>Ability to communicate in ways that convey respect and sensitivity.</td>
<td>Observation</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33(2)(f).3.(v)</td>
<td>Ability to implement change as a result of a critique of teaching performance.</td>
<td>Observation</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33(2)(f).3.(vi)</td>
<td>Ability to demonstrate professionalism, including appropriate attire and punctuality.</td>
<td>Observation</td>
<td>Rubric</td>
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</tbody>
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**COURSE CONTENT:**

Introduction to Physical Education  
Children and Physical Activity  
The Basis of Movement Learning  
Developing and Planning a Physical Education Curriculum  
Effective Class Management  
Teaching Methodology and Styles  
Human Wellness Concepts for Better Living  
The Special Child  
  - Guidelines for Program Development  
  - Programs for Children with Special Needs  
Legal Liability and Proper Care of Students  
Evaluation  
Introductory Activities  
Incorporating Physical Fitness Into the Program  
Rhythmic movement  
Manipulative activities  
Jump rope activities  
Apparatus activities
Stunts and tumbling
Combative activities
Games/relays
Conducting Physical Education in the Classroom
Implementing the Sports Program
Basketball
Football
Hockey
Soccer
Softball
Volleyball
Track and field/cross country running
Facilities, Equipment, and Supplies
Testing
  Required
  Optional
Field Days and Intramurals

COURSE ACTIVITIES:
Lectures/discussions
Small group projects
Skills practice sessions
Field trips
Professional readings
Activity Classes
Team Teaching
Peer Teaching
Observations
Lesson Plans and Assessments
Clinical Teaching Experience
Activity card file
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
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, card file and zip drive**- Must include the following:
  1. **Lesson Plan**
     a. Planned out calendar
     b. Objectives
     c. Use format provided on Live Text
     d. Assessment Charts
     e. This lesson plan must be submitted to Live text for evaluation and grade
     f. 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. **Card File**
     a. Must have a container to house cards approved by instructor by mid-term.
     b. Must contain 100 games and activities detailed on same size cards.
     c. Must be divided into at least 10 sections.
     d. Cards must be colored coded to indicate grade level.
     e. Must be put together neatly.
     f. May be typed or neatly hand written.
     g. 50 cards required completed by mid-term
     h. Card file turned in at final exam.
  4. **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 p-6). Evaluation will be according to an established rubric which is available on LiveText.
- **Observation**:
  1. A total of 25 hours
a. 3 hours observation at Muscle Shoals
b. 6 hours team teaching at Muscle Shoals
c. 15 hours on site teaching monitored by instructor—participate and observe at local extend-a-day programs and YMCA
d. 1 hour teaching a detailed lesson

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.