



Syllabus

Fall 2006

Dixie State College Education Courses

Identifying Information

Course Number: EDUC 3500

Course Name: Methods in PE & Movement

Credit Hours: 2

Times: Section 1-Thursday Noon - 12:50 PM
Section 2-Tuesday 3:30-4:20 PM

Location: EFS 119

Materials: Given in class

Instructor

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The D.E.S.E.R.T. Model for DSC Elementary Education

Dixie State College of Utah has created a model for the curriculum design, instruction, assessment, and the evaluation of its program. This model known by the acronym D.E.S.E.R.T., reflects the characteristics that effective teachers possess and continually develop throughout their careers. Each course in the DSC Elementary Education program identifies learning objectives for each letter of the D.E.S.E.R.T. acronym. Each strand of the acronym is explained below.

D. - Diversity.

The diversity strand recognizes that student variability exists in many ways including; cultural, ethnic, intellectual, linguistic, racial, and social. When teachers are aware of the issues that surround meeting the educational needs of a diverse student body, their respective classroom practices become more focused and efficacious.

E. - Evaluation.

The evaluation strand recognizes that quality assessment and evaluation are essential to effective teaching, learning, and curriculum planning. Evaluative measures must be congruent with learning outcomes if both teachers and students are to demonstrate their understanding of what is being taught.

S. - Self-Reflection.

The self-reflection strand recognizes that effective educators inform their practice through the critical examination of their own philosophy, experiences, and predispositions toward learning. As teachers develop self-reflective skills and patterns they become more in tune with the needs of their students. Further, reflective teachers make the necessary changes and additions to their repertoire of teaching strategies to better program for the changing conditions within their classrooms.

E. - Effectiveness in Teaching.

The effectiveness in teaching strand recognizes the complex interplay between the teacher and the learner. Effective teaching is predicated upon an understanding of both the teaching and learning processes. The key components of teaching effectiveness involve an understanding of curricular development, as well as models of instruction. An effective teacher can maintain high expectations for student achievement through the thoughtful implementation of innovative teaching techniques developed through research or experience.

R. - Reaching Beyond the Classroom.

The “reaching” strand recognizes that quality teachers must envision their educational roles outside the immediate boundaries of classrooms and school buildings. Effective teachers have an appreciation for the context and purposes of education in a complex modern society. They understand that parents, guardians and the community at large, can play an integral part in the education of their students.

T. - Technology and Classroom Management.

The technology and classroom management strand recognizes the importance that a well managed classroom climate plays in the education of children. This strand endeavors to give prospective teachers insight into a variety of classroom management strategies to enhance learning in their respective classrooms. This strand also recognizes the importance of the role of technology in instructional environments.

All to the D.E.S.E.R.T. strands are inter-related and therefore are addressed in each phase of the pre-service program.

Course Purpose and Overview

EDUC 3500, Methods in PE & Movement is for the DSC Elementary Education student. The course develops knowledge, skills, disposition and methods in teaching PE and movement to children. The purpose of the course is to enable prospective teachers to plan and implement physical fitness activities for elementary aged children. In addition the course develops an awareness of how to instill the value of a healthy lifestyle in children. The course fills a requirement for DSC Elementary Education program for the bachelor's degree and the State of Utah Education licensure.

Course Goals

At the completion of the course the students will be able to:

- Utilize methods to teach quality physical education in the elementary school setting.
- Identify potential relationships between the goals of physical education and those of the broader field of education.
- Value the role that physical education can make in the psychomotor, cognitive, and affective development of all children.
- Identify appropriate physical education methods, materials, activities and learning environments for use with elementary students.

Course D.E.S.E.R.T. Learning Objectives

- D. - Diversity.** Students will learn to utilize a variety of teaching strategies and to adapt these strategies to meet the need of a variety of students.
- E. - Evaluation.** Students will learn methods of assessing children's physical abilities and fitness. Students will learn the characteristics of a quality physical education and evaluate the effectiveness of PE lessons and programs taught and observed in class.
- S. - Self-Reflection.** Students will explore their own fitness level and physical abilities and consider how their teaching style and attitude toward physical education will influence their students.
- E. - Effectiveness in Teaching.** Students will demonstrate direct and indirect teaching styles and techniques appropriate for achieving their desired goals.
- R. - Reaching Beyond the Classroom.** Students will work with teachers and children in teaching physical education in the elementary school practicum and explore recreational and fitness facilities available for children in the community.
- T. - Technology and Classroom Management.** Students will learn to create a positive learning atmosphere in physical education settings including management, supervision and safety and to identify appropriate equipment for teaching PE including technology.

Course Accommodations

If you are a student with a medical, psychological, or learning disability and would like accommodations or think you might have a disability, contact the Disability Resource Center (652-7516) in the Student Services Center Room 201. The Disability Resource Center will determine eligibility based on your professional documentation and determine the appropriate accommodations related to your disability.

Course D.E.S.E.R.T. Outcomes and Measures

- D. - Diversity.** Students will demonstrate diversity by preparing one physical education lesson using multicultural games and adapting two lessons for inclusion of students with special needs.
- E. - Evaluation.** Students will be assessed through course assignments, activities, presentations, peer feedback forms and lesson plan rubrics. Students will complete a fitness self-evaluation and then assess children in the practicum using the same criteria-The Presidential Fitness Program Standards.
- S. - Self-Reflection.** Students will reflect on physical education practices that they would use in their own classrooms. Through class information, observations and teacher interviews students will complete a physical education plan for their future teaching. Throughout the course students will discuss characteristics that make physical education and movement enjoyable to children and applicable to education.
- E. - Effectiveness in Teaching.** Students will learn ways to integrate physical education and movement across the elementary school curriculum by completing the Presidential Fitness Program Unit and the PE Skills Unit. Throughout the course students will explore and practice methods of quality physical education for children.
- R. - Reaching Beyond the Classroom.** Through the practicum, observations, teacher interviews and field trips students will become familiar with local schools, school playgrounds & equipment, fitness facilities and local parks and recreation programs in providing physical education for children.
- T. - Technology and Classroom Management.** Students will learn strategies to motivate and manage activities in physical education through class discussions, practicum experiences, observations and interviews. Students will learn how technology can enhance a physical education program by incorporating the use of technology in at least one lesson.

Course Portfolio Component

DSC Elementary Education students are encouraged to include the PE Plan For My Classroom assignment in their portfolio. The PE Skills Unit and the Presidential Fitness Unit may include lessons to add to your portfolio.

Course Grading

Points are awarded for each assignment and/or presentation given in class. The following table shows the points to percentage conversion.

A	96 -100
A-	93 – 95
B+	90 – 92
B	85 – 89
B-	80 – 84
C+	75 – 79
C	70 – 74
C-	65 – 69
D	60 – 64
F	below 59

Assignments

Your Style Project	5 points
Fitness Self-Evaluation & Plan	5 points
PE Skills Unit	45 points
Presidential Fitness Unit	30 points
PE Plan for My Class	25 points
Practicum	70 points
	<u>Total = 180 points</u>

Your Style Project (5 points)

Students will identify their learning style preference and complete a project adapted to that style. Details will be given in class.

Fitness Self-Evaluation & Plan (5 points)

The student will evaluate their own fitness level and how it will influence their teaching of physical education to children. Using the Presidential Fitness Qualifying Standards each student will assess their own fitness level. The student will record their performance in each skill on the form provided. After completing the fitness evaluation you will make a plan for maintaining or improving your personal fitness in each area: strength, endurance and flexibility. You will conclude the assignment by writing a self-reflective statement on how your activity and fitness level will influence your teaching of physical education and movement to children.

PE Skills Unit (45 points)

The student will be placed in a dyad to complete this unit with the practicum children. Each student will be the lead teacher for three lessons and assistant teacher for three lessons. When

completed you will hand in a unit which will consist of **six lessons**; three of your own lessons, taught by you as lead teacher, and three lessons that you assisted in teaching. You must include a peer evaluation form and add the self-evaluation and notes to your own lesson plans. The unit must include one lesson in each skill or theme taught in the practicum; **(1) games, (2) gymnastics/dance, (3) ball, (4) strike & hit, (5) multicultural, and (6) adaptive free play**. Each lesson must meet one or more core curriculum requirements. Two of the lesson in the unit must also include adaptations for exceptional students. You must participate in every practicum day of this unit to receive full credit.

Presidential Fitness Unit (30 points)

The student will be placed on a team to complete this unit. The lessons will be taught to the children in the practicum classes. Each student will be the lead teacher for two lessons and assistant teacher for two lessons. When completed you will hand in a unit consisting of **four lessons**: two of your own lessons, taught by you as lead teacher, and two lessons that you assisted in teaching. You must include a peer evaluation form and added self-evaluation and notes to your own lesson plans. These lessons must integrate physical education and movement into the content areas of **(1) math, (2) science, (3) social studies, and (4) language arts**. Each lesson must meet two or more appropriate grade level core curriculum requirements. One lesson must also include the use of technology. You must participate in every practicum day of this unit to receive full credit.

PE Plan for My Class (25 points)

Part One: To gather information you will interview your practicum teacher and observe at least two physical activity periods of this teacher's class. Ask the teacher the following questions about physical education: What do you do for PE? Do you have a daily, weekly, monthly or yearly PE schedule? Do you use lesson plans? Do you participate in PE activities with your students or mostly monitor? What rules and management techniques do you use? How do you motivate your students to participate in physical activities and to be "fit"? How do you meet curriculum requirements? How do you grade or evaluate PE? What activities and equipment items are most enjoyed by students in your class? What advice would you give to a future teacher concerning PE and fitness? Write a short report including interview answers, what you observed and how you feel about the PE in this class.

Part Two: You will write a short report stating your philosophy and teaching goals for physical education. First write what you feel is the main purpose of physical education, include what you feel students should be taught, how it should be taught, and how students should be evaluated in physical education. Conclude the report with a list of five main goals you would like to accomplish in teaching physical education to your students.

Part Three: You will develop a PE plan for your class that would express your philosophy and style of teaching. If possible create a theme that will connect your plan. The plan should consist of: **(1)** Ideas for daily, weekly, monthly and yearly schedules, listing **in general** the skills developed and activities you would like to do during each time period. You will not make individual lesson plans... just a unit outline. **(2)** A list of the equipment you would need and like to have. **(3)** A list of your rules and management plans. **(4)** A description of how you would motivate and evaluate your students.

***Prepare to present this plan as your final project.**

EDUC 3500 Section 1 Course Schedule Fall 2006

Date	Topics & Activities	Assignments Due
August 24	Presidential Fitness & Your Style	Competitive Style Project
<i>August 28</i>	<i>Practicum-Meet the Kids</i>	
August 31	Curriculum/Assessment & Games	Fitness Self-Evaluation & Plan
<i>September 4</i>	<i>No Practicum-Labor Day</i>	
September 7	Locomotion & Dance/Gymnastics	Lesson Outline- Games
<i>September 11</i>	<i>Practicum-Teach Games Lesson</i>	
September 14	Skill Spiral & Ball Skills	Lesson Outline Dance/Gymn
<i>September 18</i>	<i>Practicum-Teach Dance/Gymn Lesson</i>	
September 21	Management & Strike/Hit Skills	Lesson Outline Ball Skills
<i>September 25</i>	<i>Practicum-Teach Ball Skills Lesson</i>	
September 28	Special Needs & Multicultural Games	Lesson Outline Strike/Hit
<i>October 2</i>	<i>Practicum-Teach Strike/Hit Skills Lesson</i>	
October 5	Space Awareness & Presidential Fitness	Lesson Outline Multicultural Lesson Outline Adaptive/Free
<i>October 9</i>	<i>Practicum-Teach Free Play/Adaptive Lesson</i>	
October 12	No Class-Fall Break	
<i>October 16</i>	<i>Practicum-Teach Multicultural Game Lesson</i>	
October 19	Reflective Teaching & Math Integration	Independent Style Report PE Skills Unit Due
<i>October 23</i>	<i>Practicum-Presidential Fitness Pre-assessment</i>	

October	26	Integrating Science/Technology	Lesson Outline PF/Math
<i>October</i>	<i>30</i>	<i>Practicum-Teach PF Math Lesson</i>	
November	2	Integrating Social Studies	Lesson Outline Science/Tech
<i>November</i>	<i>6</i>	<i>Practicum-Teach PF Science/Technology Lesson</i>	
November	9	Integrating Language Arts	Lesson Outline Social Studies
<i>November</i>	<i>13</i>	<i>Practicum-Teach PF Social Studies Lesson</i>	
November	16	Building Your Program	Lesson Outline Language Arts
<i>November</i>	<i>20</i>	<i>Practicum-Teach PF Language Arts Lesson</i>	
November	23	No Class –Thanksgiving Break	
<i>November</i>	<i>27</i>	<i>Practicum-Free play or Make Up Lesson</i>	
November	30	Final- PE Plan Presentations	PE Plan for My Class (8) Presidential Fitness Units Due
<i>December</i>	<i>4</i>	<i>Practicum-Good bye Activity</i>	
December	7	Final- PE Plan Presentations	Cooperative Style Project Party PE Plan for My Class (7)
December	13	12:30 PM Final- PE Plan Presentations	PE Plan for My Class (8)
*Notes			

EDUC 3500 Section 2 Course Schedule Fall 2006

Date	Topics & Activities	Assignments Due
August 22	Presidential Fitness & Your Style	Competitive Style Project
August 29	Curriculum/Assessment & Games	Fitness Self-Evaluation & Plan
<i>August 30</i>	<i>Practicum-Meet the Kids</i>	
September 5	Locomotion & Dance/Gymnastics	Lesson Outline- Games
<i>September 6</i>	<i>Practicum-Teach Games Lesson</i>	
September 12	Skill Spiral & Ball Skills	Lesson Outline Dance/Gymn
<i>September 13</i>	<i>Practicum-Teach Dance/Gymn Lesson</i>	
September 19	Management & Strike/Hit Skills	Lesson Outline Ball Skills
<i>September 20</i>	<i>Practicum-Teach Ball Skills Lesson</i>	
September 26	Space Awareness & Special Needs	Lesson Outline Strike/Hit
<i>September 27</i>	<i>Practicum-Teach Strike/Hit Skills Lesson</i>	
October 3	Multicultural Games	Lesson Outline Adaptive/Free
<i>October 4</i>	<i>Practicum-Teach Free Play/Adaptive Lesson</i>	
October 10	Presidential Fitness	Lesson Outline Multicultural
<i>October 11</i>	<i>No Practicum-UEA</i>	
October 17	Integrating Math	Independent Style Report
<i>October 18</i>	<i>Practicum-Teach Multicultural Game Lesson</i>	
October 24	Integrating Science/Technology	Lesson Outline PF/Math PE Skills Unit Due

October	25	<i>Practicum-Presidential Fitness Pre-assessment</i>	
October	31	Integrating Social Studies	Lesson Outline Science/Tech
November	1	<i>Practicum-Teach PF Math Lesson</i>	
November	7	Integrating Language Arts	Lesson Outline Social Studies
November	8	<i>Practicum-Teach PF Science/Technology Lesson</i>	
November	14	Building Your Program	
November	15	<i>Practicum-Teach PF Social Studies Lesson</i>	
November	21	Reflective Teaching	Lesson Outline Language Arts
November	22	<i>No Practicum-DSC Thanksgiving Break</i>	
November	28	Final- PE Plan Presentations	PE Plan for My Class (8) Cooperative Style Project Party
November	29	<i>Practicum-Teach PF Language Arts Lesson</i>	
December	5	Final- PE Plan Presentations	Presidential Fitness Units Due PE Plan for My Class (8)
December	6	<i>Practicum-Good bye Activity</i>	
December	14	2:30 PM Final- PE Plan Presentations	PE Plan for My Class (8)
*Notes			