

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

Department of: Health, Human Performance and Recreation

Course No.: PE 239

Title of Course: Teaching Children Physical Education

Revision: Fall 2007

Department Approved: November 14, 2007
College Council Approved: December 5, 2007

I. Catalog Description and Credit Hours of Course:

Teaching developmentally appropriate physical education to elementary school students.
Two hours lecture and two hours lab per week. (3)

II. Pre/Co-requisites: PE 240 and Physical Education or Education major

III. Objectives of the course:

The teacher candidate will:

- A. Identify critical elements of motor skill performance, and combine motor skills appropriate sequences for the purpose. (1.1) [Q 1.2.1.1]
- B. Demonstrate competent motor skill performance in a variety of physical activities (1.2). [Q 1.2.1.1]
- C. Demonstrate knowledge of approved state and national content standards and local program goals (1.6). [Q 1.2.1.1]
- D. Design and implement safe and developmentally appropriate learning opportunities based on elementary school learners' individual developmental needs. (2.1, 2.2) [Q1.2.1.3; 1.2.2.1; 1.2.2.2]
- E. Design and implement appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and prior experiences of elementary school learners (3.1) [Q1.2.3.1; 1.2.3.2]
- F. Use a variety of developmentally appropriate practices to motivate elementary age learners to participate in physical activity inside and outside of the school. (4.3) [Q1.2.6.3]
- G. Use strategies to help students demonstrate personal and social behaviors that promote positive relationships and a productive learning environment. (4.4) [Q1.2.6.1]
- H. Communicate managerial and instructional information in a variety of ways, all of which demonstrate sensitivity to all elementary school learners. (5.2, 5.3) [Q1.2.7.2; 1.2.7.4]
- I. Design and implement a variety of developmentally appropriate instructional strategies to develop physically educated elementary students. (6.4) [Q1.2.4.1]
- J. Provide learning experiences that allow learners to integrate knowledge and skills from multiple subject areas. (6.6) [Q1.2.1.5]
- K. Use a variety of formal and informal assessment techniques to assess learning; and interpret performance data to inform instructional decisions. (7.2, 7.3) [Q 1.2.8.1; 1.2.8.2]
- L. Reflect upon and revise practice based on observation of learners, self-assessment, and problem solving strategies. (8.1) [Q1.2.9.1]
- M. Use technologies to communicate, locate resources, and enhance continuing professional development. (9.3) [Q1.2.11.5]
- N. Encourages student responsibility [Q 1.2.2.3]
- O. Presents the subject matter in multiple ways; [Q 1.2.1.2]
[Q refers to MoSTEP Quality Indicators]

IV. Expectations of Students:

Each teacher candidate is required to:

- A. Attend class regularly.
- B. Actively participate in class discussions and activities.
- C. Complete all assigned work in a timely fashion.
- D. Participate in laboratory experiences
- E. Complete a peer teaching assignment.
- F. Prepare and teach an instructional unit to elementary school students.

V. Course Content or Outline:	Hours
A. Value and purpose of elementary physical education	1
B. The skill theme approach	5
1. Skill themes, movement concepts, and the national standards for physical education	
2. Skill themes, movement concepts, and the Show-Me Standards	
3. Determining Generic Levels of Skill Proficiency	
C. Planning for learning	5
1. Reflective planning	
2. Unit planning	
3. Daily lesson planning	
4. Recording progress	
D. Developing the content	4
1. Informing tasks	
2. Extensions/tasks	
3. Refinements/cues	
4. Applications/challenges	
5. Assessing content development	
6. Accommodating individual differences	
E. Managerial and instructional techniques for elementary school students	6
1. Developing protocols	
2. Establishing rules, routines and expectations	
3. Increasing appropriate behavior	
4. Decreasing inappropriate behavior	
5. Observing student responses	
6. Instructional approaches	
F. Assessing student learning	4
1. Understanding assessment for elementary students	
2. Selecting assessment options	
3. Making use of assessment results	
4. Laboratory experiences	

F.	Movement Concepts	4
	1. Space awareness	
	2. Effort	
	3. Relationships	
	4. Laboratory experiences	
G.	Skill Themes	6
	(Laboratory sessions will include precontrol, control, utilization, and proficiency level learning experiences for each skill theme)	
	1. Traveling – walking, running, hopping, leaping, sliding, galloping, skipping, chasing, fleeing, and dodging	
	2. Jumping and landing	
	3. Kicking and punting	
	4. Throwing and catching	
	5. Volleying and dribbling	
	6. Striking with rackets and paddles	
	7. Striking with long-handled implements	
	8. Balancing	
	9. Transferring weight and rolling	
I.	Educational Gymnastics	4
	1. Nature and purpose of educational gymnastics	
	2. Content of educational gymnastics	
	3. Laboratory experiences	
J.	Educational Dance	4
	1. Purpose of dance in the elementary school	
	2. Different types of dance experiences	
	3. Evaluation of dance making	
	4. Process of teaching dance	
	5. Laboratory experiences	
K.	Developmentally appropriate games	4
	1. Purpose of games in the elementary school	
	2. Content of elementary school games	
	3. Games experiences	
	4. Laboratory experiences	
L.	Multicultural activities	2
	1. Physical education activities, games, and dances from around the world.	
M.	Integrating the Skill Theme Approach across the Curriculum	4
	1. Interdisciplinary Learning	
	2. Integrating Physical Education	
	3. The process of teaching using interdisciplinary learning	
	4. Laboratory experiences	
N.	Early field experience	7

TOTAL HOURS = 60

VI. Textbooks and/or Other Required Materials or Equipment:

Graham, G., Holt/Hale, S.A., & Parker, M. (2007). *Children Moving: A Reflective Approach to Teaching Physical Education*, 7th ed. Mountain View, CA: Mayfield.

National Association for Sport and Physical Education (2004). *Moving into the Future: National Standards for Physical Education*, (2nd ed.). Reston, VA: Author

VII. Basis for Student Evaluation:

A. Lab over each learning experience	10%
B. Peer teaching	10%
C. Quizzes and assignments	20%
D. Exams	30%
E. Early Field Experience	20%
F. Reflection Paper	10%

VIII. Knowledge Base

Ayers, S. F. & Wilmoth, C. (July 2003). Integrating scientific subdisciplinary concepts into physical education. *Teaching Elementary Physical Education* 14(4), 10-14.

Block, B. A. (2001). Literacy through movement: An organizational approach. *Journal of Physical Education, Recreation and Dance*, 72(1), 39-48.

Doering, N. (January 2006). Using stories to teach flow in educational gymnastics. *Journal of Physical Education, Recreation & Dance*, 77(1), 38-42.

Holt, B. & Ratliffe, T. (May 2004). Help children learn skills by using figurative language. *Teaching Elementary Physical Education*, 15(3), 28-29.

Bennett, J. & Hanneken, L. (November 2003). Physical Education and academic performance. *Teaching Elementary Physical Education*, 14(6), 27-30.

Mears, B. (September 2003). The ABCs of effective reading integration: Pre K through first grade. *Teaching Elementary Physical Education*, 14(5), 36-39.

Muraoka, D. & Gallavan, P. N. (July 2003). Ten concepts for integrating social studies and physical education. *Teaching Elementary Physical Education* 14(4), 16-23.

Pica, R. & Short, K. (January 1999). Moving and Learning Across the Curriculum. *Teaching Elementary Physical Education*, 10(1), 15-17.

Rovegno, I. (July 2003). Children's Literature and dance. *Teaching Elementary Physical Education* 14(4), 24-29.

Usnick, V., Johnson, R. L. & White, N. (July 2003). Connecting physical education and Math. *Teaching Elementary Physical Education* 14(4), 29-23.