



COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Physical Education

Course No. PE 270

Course Title: Teaching PE to the
Middle School Learner

Revision: Fall 2001



“The Teacher as Professional Educator”

COURSE SYLLABUS

Department Approved December 11, 2001

College Council Approved January 17, 2002

I. Catalog Description and Credit Hours of Course:

Teaching developmentally appropriate physical education to middle school students. (3)
(2 hrs lec + 2 hrs lab)

note: this course must be scheduled in conjunction with local public school schedules to allow students hands-on experiences with children in grades 5-8

II. Prerequisite: PE 239

III. Objectives (Outcomes) of the course:

The preservice teacher will:

- A. identify critical elements, develop appropriate sequences, demonstrate with competence, and create and use appropriate instructional cues and prompts for basic motor skills, rhythms, and physical activities based on the wide range of developmental levels found in middle school students. (1.1, 1.2, 1.9)
- B. describe and apply disciplinary concepts and principles to skillful movement, physical activity, and fitness. (1.5)
- C. support and encourage learner expression through movement (1.10)
- D. identify, assess, select, and implement safe and developmentally appropriate learning opportunities based on middle school learners' individual developmental levels. (2.1, 2.2)
- E. identify, select, and implement appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and experiences of middle school learners. (3.1)
- F. use a variety of developmentally appropriate practices to motivate middle school learners to participate in physical activity inside and outside of the school. (4.1)
- G. organize, allocate, and manage resources to provide active and equitable learning experiences. (4.5)
- H. communicate managerial and instructional information in a variety of ways, all of which demonstrate sensitivity to all middle school learners. (5.1, 5.2)
- I. describe and model various communication strategies for use with learners. (5.3)
- J. design and implement learning experiences that are safe, appropriate, realistic, and relevant for middle school learners, based on principles of effective instruction. (6.6)
- K. use demonstrations and explanations to link physical activity concepts to appropriate for middle school learners. (6.7)
- L. select and utilize varied roles in the instructional process based on the content, purpose of instruction, and the needs of learners. (6.8)

- M. use a variety of formal and informal assessment techniques, including involving learners in self-assessment, to assess learner performance, provide feedback, and communicate learner progress. (7.1, 7.2)
- N. use and interpret performance data to inform instructional decisions. (7.5)
- O. reflect upon and revise practice based on observation of learners, self-assessment, and problem solving strategies. (8.1)
- P. consult professional literature, peers, and other resources to develop professionally. (8.2)
- Q. reflect on the appropriateness of program design on the development of physically educated individuals. (8.4)
- R. identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities. (9.1)

IV. Learning Experiences:

- A. Reform efforts in the middle school (lecture, discussion, on-line quiz, homework assignment) (2.1, 2.2)
 - 1. middle school students
 - 2. history of middle schools in America
 - 3. quality middle school programs today
 - 4. quality middle school physical education
- B. The role of physical education in the middle school (lecture, discussion, middle school observation, on-line quiz, homework assignment) (4.1)
 - 1. instructional setting
 - 2. extracurricular setting
 - 3. comprehensive school health
- C. The physical education environment (lecture, discussion, middle school observation, on-line quiz, homework assignment) (4.5, 5.2)
 - 1. facilities
 - 2. equipment and supplies
 - 3. creating a safe environment
 - 4. organizing the program
- D. Psychological environment (lecture, discussion, middle school observation, on-line quiz, homework assignment) (5.1, 5.3)
 - 1. inclusion
 - 2. developing social skills
 - 3. positive class management
- E. Fitness/wellness for K-8 learners (lecture, discussion, on-line quiz, group project, video) (1.5)
 - 1. principles and guidelines for physical activity for K-8 children
 - 2. fitness in the curriculum
 - 3. health related verses skill related fitness
 - 4. developmentally appropriate fitness testing
 - 5. teaching fitness concepts
 - 6. in-school activities
 - 7. outside-of-school activities
 - 8. incorporating fitness into the curriculum
 - 9. wellness
 - 10. family fitness activities
 - 11. appropriate activities/exercises for K-8 learners
- F. Observation techniques (lecture, class discussion, on-line quiz, video, simulation, homework assignment)(7.1, 7.5)
 - 1. back-to-the-wall

2. scanning
 3. safety
 4. on-task behavior
 5. class movement patterns
 6. individual movement patterns
 7. observation instruments
- G. Instructional approaches (lecture, class discussion, on-line quiz, video, simulation, homework assignment) (3.1, 6.6, 6.7, 6.8)
1. direct instruction
 2. task teaching
 - a. guided discovery
 - b. convergent inquiry
 3. divergent inquiry
 4. peer teaching
 5. cooperative learning
 6. child-designed instruction
- H. Dance/rhythms (lecture, class discussion, on-line quiz, video, simulation, homework assignment) (1.2, 1.3, 1.9, 1.10, 2.1, 2.2, 6.6, 7.1, 7.5)
1. purpose
 2. different types of dance experiences
 - a. rhythmic experiences
 - b. folk dances
 - c. creative experiences
 - d. design of dance
 - e. evaluation of dance making
 3. expressive dance
 4. process of teaching dance
 5. imagery
 6. group routines
- I. Jumping and landing (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. fundamental jumping patterns
 - a. horizontal
 - b. vertical
 2. levels of skill proficiency
 3. precontrol activities for exploration
 4. control level learning experiences
 5. utilization level learning experiences
 6. proficiency level learning experiences
- J. Balancing (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. levels of skill proficiency
 2. precontrol activities for exploration
 3. control level learning experiences
 4. utilization level learning experiences
 5. proficiency level learning experiences
- K. Transferring weight and rolling (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. levels of skill proficiency
 2. precontrol activities for exploration

3. control level learning experiences
 4. utilization level learning experiences
 5. proficiency level learning experiences
- L. Gymnastics (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. nature and purpose of gymnastics
 2. educational gymnastics content
- M. Kicking and punting (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. levels of skill proficiency
 2. precontrol activities for exploration
 3. control level learning experiences
 4. utilization level learning experiences
 5. proficiency level learning experiences
- N. Throwing and catching (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. levels of skill proficiency
 2. precontrol activities for exploration
 3. control level learning experiences
 4. utilization level learning experiences
 5. proficiency level learning experiences
- O. Volleying and dribbling (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. levels of skill proficiency
 2. precontrol activities for exploration
 3. control level learning experiences
 4. utilization level learning experiences
 5. proficiency level learning experiences
- P. Striking with rackets and paddles (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. levels of skill proficiency
 2. precontrol activities for exploration
 3. control level learning experiences
 4. utilization level learning experiences
 5. proficiency level learning experiences
- Q. Striking with long-handled implements (lecture, class discussion, on-line quiz, video, simulation, peer teaching, field experience, homework assignment) (1.1, 1.2, 1.3, 1.9, 2.1, 2.2, 6.6, 7.1, 7.5)
1. levels of skill proficiency
 2. precontrol activities for exploration
 3. control level learning experiences
 4. utilization level learning experiences
 5. proficiency level learning experiences
- R. Putting it all together (discussion, field experiences, homework assignment) (8.1, 8.2, 8.4)
1. teaching experiences in the field
- S. Assessing student learning (lecture, class discussion, on-line quiz, homework assignment) (2.1, 7.1, 7.2)
1. types of assessment
 2. assessing all three domains

- T. Developmentally appropriate games lecture, discussion, on-line quiz, video, simulation, group project, peer teaching) (1.2)
 - 1. the nature of games
 - 2. purpose of games in the elementary and middle school
 - 3. content of elementary and middle school games
 - 4. games experiences
 - a. invariant game skill experiences
 - b. dynamic gamelike skill experiences
 - c. games-playing experiences
 - 5. process of teaching games
 - 6. games equipment
 - 7. equipment
 - 8. group size
 - 9. after-school sport programs
 - 10. the affect of developmental level on the playing of games
- U. Promoting quality physical education programs in your school and community (lecture, discussion, on-line quiz, homework assignment) (5.3, 9.1)
 - 1. administrators
 - 2. teachers in the school
 - 3. parents/guardians
 - 4. school board
 - 5. community at large
 - 6. legislators
 - 7. children as advocates
- V. Continuing to develop as a teacher (lecture, discussion, on-line quiz, homework assignment) (8.1, 8.2)

V. Textbook (packaged together):

Graham, G., Holt/Hale, S.A., & Parker, M. (2001). Children Moving: A Reflective Approach to Teaching Physical Education, 5th ed. Mountain View, CA: Mayfield.

Holt/Hale, S. (2001). On the Move: Lesson Plans to Accompany Children Moving, 5th ed. Mountain View, CA: Mayfield.

McGhie, S. (2001) Throwing, Catching, Jumping: A Video to Accompany Children Moving 5th ed., Mountain View, CA: Mayfield.

Recommended:

<http://pe.central.vt.edu/>

<http://www.pelinks4u.org/>

Fronske, H. & Wilson, R. (2002). Teaching Cues for Basic Sport Skills for Elementary and Middle School Students. San Francisco: Benjamin Cummins Publishers.

Graham, G. (2001). Teaching Children Physical Education, 2nd edition. Champaign, IL: Human Kinetics.

Journal of Physical Education, Recreation, & Dance (published by the American Alliance for Health, Physical Education, Recreation, and Dance – AAHPERD) <http://www.aahperd.org/>

Journal of Teaching in Physical Education (journal published by Human Kinetics Publishers, Inc. -- <http://www.humankinetics.com/>) ISSN: 0273-5024

Kirchner, G., & Fishburne, G. J. (1998). Physical Education for Elementary School Children, 10th edition. WCB McGraw-Hill publishers, St. Louis. ISBN: 0-697-29486-2

Mohnsen, B.S. (2001). Teaching Middle School Physical Education, 2nd edition. Champaign, IL: Human Kinetics.

Mohnsen, B.S. (1997). Teaching Middle School Physical Education: A Blueprint for Developing an Exemplary Program, Champaign, IL: Human Kinetics.

Nichols, B. (1994). Moving and Learning: The Elementary School Physical Education Experience, 3rd edition. WCB McGraw-Hill publishers, St. Louis. ISBN: 0-8016-7770-X

Pangrazi, R. P. (2001) Dynamic Physical Education for Elementary School Children, 13th edition. Allyn and Bacon Publishers, Boston. ISBN: 0-205-28597-X

Quest (journal published by the National Association for Physical Educators in Higher Education -- NAPEHE) ISSN: 0033-6297

Strategies (published by the American Alliance for Health, Physical Education, Recreation, and Dance – AAHPERD) <http://www.aahperd.org/>

Siedentop, D. & Tannehill, D. (2000). Developing Teaching Skills in Physical Education, 4th edition. Mountain View, CA: Mayfield Publishing Company, Inc.

Siedentop, D., Mand, C. & Taggart, A. (1986). Physical Education Teaching and Curriculum Strategies for Grades 5-12. Mountain View, CA: Mayfield Publishing Company, Inc.

Teaching Elementary Physical Education (journal published by Human Kinetics Publishers, Inc. -- <http://www.humankinetics.com/>) ISSN: 1045-4853

Turner, L.F. & Turner, S. L. (1989). P.E. Teacher's Skill by Skill Activities Program. West Nyack, NY: Parker Publishing Company.

VI. **Assessment Activities:**

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| A. | lab over each learning experience | 30% |
| B. | peer teaching | 10% |
| C. | quizzes and assignments | 25% |
| | 1. on-line quizzes | |
| | 2. homework assignments | |
| | 3. miscellaneous | |
| D. | course notebook | 5% |
| E. | field assignments (see evaluation sheet) | 20% |
| F. | final exam (teaching in the field) | 10% |

