Independent Study Course Syllabus

Course Number: PED 901
Course Title: Teaching Elementary Physical Education

☐ Online X Distance Learning

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Email: h_p_eeducator@msn.com

Units: 3
Grade Level: K-12

Course Description
Starting with physical education goals and objectives, the course will lead participants through such innovative topics as movement, learning, curriculum planning, class management, and legal liability. The many introductory and fitness activities, along with numerous lead-up and lesson-focus games will enhance even the best physical education programs. Based on National Physical Education Standards, this course gives educators the tools and information needed to appropriately address these standards in their classroom.

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials
Course Study Guide
DVD:

Course Requirements
Student will be required to:
1. review and respond to a DVD study guide;
2. complete an equipment inventory of their classroom;
3. find three web-sites that will be helpful in Physical Ed. Program;
4. teach two lessons;
5. make two equipment items to be used in the classroom;

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6. develop an 18 week calendar of the units they want to cover in their physical education plan.
7. Identify specific physical education standards for your grade level that are addressed through the lessons in this course.

The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. Shortly after its release, NBPTS issued its first policy statement: What Teachers Should Know and Be Able to Do (PDF - 104kb). This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

Proposition 1: Teachers are Committed to Students and Their Learning
- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
• NBCTs know how to assess the progress of individual students as well as the class as a whole.
• They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

• NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
• They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
• They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

• NBCTs collaborate with others to improve student learning.
• They are leaders and actively know how to seek and build partnerships with community groups and businesses.
• They work with other professionals on instructional policy, curriculum development and staff development.
• They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
• They know how to work collaboratively with parents to engage them productively in the work of the school.

**National Standards**

Become familiar with the Physical Education Benchmarks and Health Standards which your school district covers. I’ve also included web-sites where you can find educational standards. For each of the lessons you develop in the coming assignment make sure to address an educational standard.

The following are examples of web sites you can include:
www.mcrel.org/standards-benchmarks

**ASSIGNMENT   NASPE PHYSICAL EDUCATION STANDARD**

| DVD Study Guide     | NASPE Standard 1 |
| Web-Site Questions | NASPE Standard 1 |
| Equipment Inventory | NASPE Standard 1 |
| Class Lesson        | NASPE Standard 1 |
| Equipment Construction | NASPE Standard 1 |

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Learning Objectives / Outcomes (showing alignment to applicable National Teaching standards and National Content standards)
Student will be able to:

1. explore the definition, goals and objectives of physical education based on national education standards;
2. review guidelines for exercising children safely;
3. develop a physical education curriculum plan for their classroom;
4. implement fitness activities into their school program;
5. experience rhythmic, manipulative, and other activities;
6. apply the fundamental skills and strategies of various sports; and
7. study equipment construction and care.
8. become familiar with the educational standards

Schedule of Topics and Assignments

1. Watch and complete the DVD Study Guide.
2. Find helpful web-sites
3. Inventory the physical education equipment at your school site.
4. Teach two physical education lessons
5. Create two types of equipment that you can use in your physical education program.
6. Create a semester calendar of the units you will cover in your physical education program.

Evidence of Learning
To receive credit for the class, you must understanding and practical application for each of the following assignments:
1. View the DVD and respond critically to the study guide
2. Student will find a web site that will provide a resource for the teacher and students
3. Inventory the physical education equipment at your school site
4. Teach two lessons and demonstrate an understanding of the teaching strategies covered in the course
5. Create a semester calendar of the units you will cover in your physical education program
6. that use educational standards appropriate for your school

Grading Policies and Rubrics

A or Credit = 90-100% (100 to 90 points)
B or Credit = 80-89% (89 to 80 points)
No Credit = 79% or below (79 points and below)
Unless a letter grade is requested, you will receive a “credit” or “no credit” for the course. To receive credit for the class, you must receive scores of 80% or better for each of the following assignments:

**Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>- DVD worksheet</td>
<td>30</td>
</tr>
<tr>
<td>- internet assignment</td>
<td>10</td>
</tr>
<tr>
<td>- equipment inventory</td>
<td>10</td>
</tr>
<tr>
<td>- class lesson</td>
<td>10</td>
</tr>
<tr>
<td>- equipment construction</td>
<td>20</td>
</tr>
<tr>
<td>- semester calendar</td>
<td>10</td>
</tr>
<tr>
<td>- educational standards activity</td>
<td>10</td>
</tr>
</tbody>
</table>

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

**Rubric for Evaluating Assignments**

To receive an A or credit the following criteria must be met:

<table>
<thead>
<tr>
<th>Project</th>
<th>Total Points Possible</th>
<th>To Earn An “A”</th>
<th>To Earn An “B”</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD Study Guide</td>
<td>30</td>
<td>Completion of all questions with original thought</td>
<td>Completion of most questions with original thought</td>
<td>Very little thought given to responses</td>
</tr>
<tr>
<td>Internet Assignment</td>
<td>10</td>
<td>The content points students to quality information resources, is informative and provides useful information</td>
<td>Mostly quality content that will be of benefit to the student</td>
<td>Content fails to point students to informative information</td>
</tr>
<tr>
<td>Equipment Inventory</td>
<td>10</td>
<td>An accurate and complete assessment of the schools available equipment</td>
<td>A useful and working inventory of the schools equipment</td>
<td>Poorly organized and incomplete inventory</td>
</tr>
<tr>
<td>Class Lessons</td>
<td>10</td>
<td>Creativity and original information that enhances the learning process.</td>
<td>Most of the information shows creativity and enhances learning</td>
<td>Shows little creativity and not very inspirational</td>
</tr>
<tr>
<td>Equipment</td>
<td>20</td>
<td>Creative and useful</td>
<td>Useful equipment that</td>
<td>Little thought of</td>
</tr>
</tbody>
</table>

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Construction equipment of quality construction will last equipment use and poor construction

<table>
<thead>
<tr>
<th>Semester Calendar &amp; Standards Activity</th>
<th>20</th>
<th>Include standards with your lesson plans</th>
<th>Minimal standards</th>
<th>No standards</th>
</tr>
</thead>
</table>

All assignments must be completed in order to receive a grade and score 80% or better on the all assignments.

**Instructor/Student Contact**
To assist the students’ comprehension and learning of the course material, please contact the instructor via email or phone call when the following are completed.

**Student Initiated Contact**
1. Beginning the course after looking over materials.
2. After completing DVD study guide.
3. At the completion of the course before mailing back materials.

**Instructor Initiated Contact**
1. After receiving students registration introductory email.
2. Ten days later to confirm materials were received.

Students can call or email the instructor if they have any questions or concerns about the class. The instructor will return the email or call within 24-48 hours. Communication by email is the best way to contact the instructor. Please use the instructor’s contact at the top of the syllabi.

**References/ Resources**

Pangrazi, Robert P. and Beighie, Aaron (2009) *Dynamic Physical Education for Elementary School Children* San Francisco, CA Benjamin Cummings Publishing


Hughes, J.D. (2002) *No Standing Around in My Gym* Champaign, IL Human Kinetics
Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
</tr>
<tr>
<td>CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
</tr>
<tr>
<td>CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
</tr>
<tr>
<td>CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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</table>
## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes Oral Communication:</strong></th>
<th>Students will <em>exhibit</em> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <em>evaluate</em> content and delivery components.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication:</strong></td>
<td>Students will <em>demonstrate</em> proficient written communication by <em>articulating</em> a clear focus, <em>synthesizing</em> arguments, and utilizing standard formats in order to <em>inform</em> and <em>persuade</em> others.</td>
</tr>
<tr>
<td><strong>Content Knowledge:</strong></td>
<td>Students will <em>demonstrate</em> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td><strong>Reflection:</strong></td>
<td>Students will <em>reflect</em> on their personal and professional growth and <em>provide evidence</em> of how such reflection is utilized to manage personal and vocational improvement.</td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong></td>
<td>Students will <em>apply</em> critical thinking competencies by <em>generating</em> probing questions, <em>recognizing</em> underlying assumptions, <em>interpreting</em> and <em>evaluating</em> relevant information, and <em>applying</em> their understandings to new situations.</td>
</tr>
<tr>
<td><strong>Moral Reasoning:</strong></td>
<td>Students will <em>identify</em> and <em>apply</em> moral reasoning and ethical decision-making skills, and <em>articulate</em> the norms and principles underlying a Christian world-view.</td>
</tr>
<tr>
<td><strong>Service:</strong></td>
<td>Students will <em>demonstrate</em> service and reconciliation as a way of leadership.</td>
</tr>
<tr>
<td><strong>Cultural and Global Perspective:</strong></td>
<td>Students will <em>identify</em> personal, cultural, and global perspectives and will employ these perspectives to <em>evaluate</em> complex systems.</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong></td>
<td>Students will accurately <em>compute</em> calculations and symbolic operations and <em>explain</em> their use in a field of study.</td>
</tr>
<tr>
<td><strong>Information Literacy:</strong></td>
<td>Students will <em>identify</em> information needed in order to fully understand a topic or task, <em>explain</em> how that information is organized, <em>identify</em> the best sources of information for a given enquiry, <em>locate</em> and critically <em>evaluate</em> sources, and accurately and effectively <em>share</em> that information.</td>
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