Independent Study Course Syllabus

Course Number: PED 916
Course Title: Interdisciplinary Elementary Physical Education

Online X Distance Learning

Instructor: Craig Aman, MA
Phone number: 419.574.2436 (6p to 10p - eastern time)
Email: craig.aman@yahoo.com
Website: www.craigaman.wix.com/idpe
Contact address: 25350 Appaloosa Ct., Perrysburg, Ohio 43551

Units: 3
Grade Level: K-8

Course Description
This course introduces the Integration, implementation, and collaboration of core classroom curriculum with human movement to meet the SHAPE Physical Education Standards.

Required texts and course materials: Will be supplied by the instructor and are part of the course fees.

- Course workbook
- Flash drive – course documents

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.

Correspondence Course Instructions:
This course will be delivered via Flash drive to be provided by the instructor. All of the course work should be completed within the course booklet and placed onto the flash drive and returned.

To register for courses go to http://ce.fresno.edu/cpd and log in
to me to the address below. All work must be done in its entirety to be graded. The course syllabus can also be viewed via my website at www.craigaman.wix.com/idpe. The website will be the only avenue to view the videos for the introduction and assignment #9.

When completing the written assignments please type your answers in the designated spaces within the course booklet as follows:

Your assignment videos (2) should be posted to a flash drive as well so I may review them for grading. All completed course materials should be sent to above mailing address.

I would encourage sending all documents (if you have any) and the flash drive Priority Mail or UPS with tracking. A grade must be posted one year from the date that you registered for the course so please be sure that you allow yourself enough time for shipping and 14 days for me to grade the documents.

There are a few assignments that require you to email me. If you have any questions, please feel free to contact me. Calls will be returned within 48 hours.

**Student Learning Objectives (SLOs)**

<table>
<thead>
<tr>
<th>Course Learning objectives (Outcomes)</th>
<th>National Standards addressed</th>
<th>CE SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to develop, implement and critique interdisciplinary lessons by collaborating with classroom teachers.</td>
<td>#1, #2, #3, #4</td>
<td>CE-1, CE-3, CE-5, CE-6</td>
</tr>
<tr>
<td>2. Students will define and understand the 3 models of interdisciplinary teaching methods.</td>
<td>#1, #3</td>
<td>CE-2, CE-4, CE-6</td>
</tr>
<tr>
<td>3. The Student will be able to compare and contrast the current National Standards with The current State Standards of Physical Education.</td>
<td>#3, #5</td>
<td>CE-2, CE-4, CE-5, CE-6</td>
</tr>
<tr>
<td>4. Students will be able to define and outline the history, benefits and challenges of implementing an interdisciplinary teaching model.</td>
<td>#2, #5</td>
<td>CE-2, CE-4, CE-6</td>
</tr>
<tr>
<td>5. Students will be able to implement and analyze lessons</td>
<td>#1, #2, #3</td>
<td>CE-2</td>
</tr>
</tbody>
</table>

Course Number and Title: PED 916 Interdisciplinary Elementary Physical Education
Instructor: Craig Aman, MA
Date of Revision 9/3/15

To register for courses go to http://ce.fresno.edu/cpd and log in
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.

National Standards Addressed in This Course:

<table>
<thead>
<tr>
<th>SHAPE Standards</th>
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<tbody>
<tr>
<td>1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</td>
</tr>
<tr>
<td>2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</td>
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<tr>
<td>3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</td>
</tr>
<tr>
<td>4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.</td>
</tr>
<tr>
<td>5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social activities.</td>
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</table>

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
Reflection: Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

Critical Thinking: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian worldview.

Service: Students will demonstrate service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.

Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.

Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

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.

CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

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.

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.

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.
## Modules, Assignments and Activities:

<table>
<thead>
<tr>
<th>Modules/Topics</th>
<th>Assignment and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Introduction</td>
<td>View introduction video to interdisciplinary teaching with physical education. Video can be found on the website: <a href="http://www.craigaman.wix.com/idpe">www.craigaman.wix.com/idpe</a> Answer questionnaire</td>
</tr>
<tr>
<td>#2- Reflection Assignments</td>
<td>Reflection Assignments 1-4. See individual modules for reflection specifics. Built into assignments 1,3, 7 and 10</td>
</tr>
<tr>
<td>#3 Chapter 1</td>
<td>Read pages 1-8 of text Write a brief answer to each question on the assignment Write your reflection. See specific details in assignment.</td>
</tr>
<tr>
<td>#4-Internet research on Interdisciplinary Lessons</td>
<td>Read the Document/link: or on the website at <a href="http://www.craigaman.wix.com/idpe">www.craigaman.wix.com/idpe</a> Kines.umich.edu/project/interdisciplinary-teaching-integration-physical-education-skills-and-concepts-mathematics-s Complete quiz on the reading</td>
</tr>
<tr>
<td>#5-Chapter 1 Continued National Standards State Standards</td>
<td>Read pages 9-11 of text A Standards link can be found on the course website: <a href="http://www.craigaman.wix.com/idpe">www.craigaman.wix.com/idpe</a> Read National Standards for Physical Education: <a href="http://www.shapeamerica.org/standards/pe/">http://www.shapeamerica.org/standards/pe/</a> Read your state standards for physical education found on the above link. Write a short essay (a minimum of 5 paragraphs) comparing and contrasting the state and national standards</td>
</tr>
<tr>
<td>#6-Chapter 1 Interdisciplinary Teaching Models</td>
<td>Read pages 12-16 of text Complete the quiz covering the 3 interdisciplinary models.</td>
</tr>
<tr>
<td>#7-Chapter 2</td>
<td>Read the colleagues section on pages 26-27 of text. See Assignment #7 for specifics on steps 1-4.</td>
</tr>
<tr>
<td>Modules/Topics</td>
<td>Assignment and Activities</td>
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</tbody>
</table>
| Developing a Support Group and collaborative efforts | 1. Attend a meeting and discuss IDPE  
2. Collaboration of tasks  
3. Flyer on IDPE  
4. Write a reflection for both selections explaining your experience in no less than 3 paragraphs. |
| #8-Chapter 3 and 4 Teaching an interdisciplinary Lesson | Read pages 31-133 in text.  
Watch the video on an example interdisciplinary lesson from the website: www.craigaman.wix.com/idpe  
Select, create and teach a lesson presented in the text for Language Arts and Mathematics. Be sure to include National Standards in your lesson.  
Please refer to the Module assignment for specific details on what to include in each lesson for credit.  
Answer the given questions on the success of each lesson. |
| #9-Chapter 5-7 Teaching an interdisciplinary Lesson | Read pages 135-304 in text  
Review the video of interdisciplinary lessons www.craigaman.wix.com/idpe  
Select and teach one lesson presented in the text for Science or Social Studies and one for Music or Art.  
Be sure to incorporate National Standards. Refer to the assignment for specific details.  
Answer questions about the teaching experience. |
| #10-Integration of all Chapters Development and teaching of a lesson | Create your own interdisciplinary lesson integrating physical education with a core subject and grade level of your choice.  
Video tape 15 minutes of the lesson taught. Make a youtube video of the lesson and include the link in your assignment booklet or put the video on a flash drive and send the flash drive with the completed booklet.  
Be sure to incorporate National Standards.  
Write a reflection of how you feel about your progress, the lesson and reasons why in no less than 5 paragraphs. |
| Course Evaluation | Survey on course evaluation |
Technology Requirements
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Student responses and answers will need to be provided using M.S. Word, and returned to the instructor for grading.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Instructor/Student Contact: Please contact the instructor via email at: craig.aman@yahoo.com. There will be an opportunity to contact the instructor at one or more required mid-point contacts, which are built into the course instructions.

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

Grading Policies and Rubrics for Assignments:
Please refer to the modules table above for a description of assignments. All student work will need to be provided using M.S. Word, and returned to the instructor for grading.

Students must earn a minimum of 80% to receive credit on all assignments
• A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
• Grading policies:
  o 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).
  o 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.

Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

Please refer to the rubric requirements and expectations below for each module assignment.

**Writing Requirements for rubrics:**

Written assignments and papers need to follow APA formatting (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

**Rubric requirements and expectations for each module:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Sub-Standard – bekiw 80%</th>
<th>Standard 80-89%</th>
<th>Superior 90-100%</th>
<th>Points</th>
</tr>
</thead>
</table>
| #1. Introduction| Vague answers, contains incomplete sentences, contains noticeable mistakes in grammar and spelling. No evidence that the student showed interest or understanding of the video. | Detailed answers, full complete sentences. Writing is acceptable with very few mistakes in grammar and spelling. | Detailed answers, full complete sentences. Writing is clear, succinct, and reflects graduate level expectations. Each answer is supported with a personal opinion rationalizing the answer. | 5 questions 20 total pts possible  
Please refer to assignment for rubric specific points. |
| Video discussion on interdisciplinary lessons and questions. |                                                                                          |                                                                                |                                                                                   |                                                                      |
| #2. Reflection Essays: Assignments 1,3,7,10 | Vague, short answers, noticeable mistakes in grammar and spelling shows lack of interest in topic and peers. Does not reply to other students. | Detailed answers, showed interest in topic, replied to at least one peer. Writing is acceptable with very few mistakes in grammar and spelling. | Detailed answers, showed special interest in peers and topic, replied to no less than 3 peers. Writing is clear, succinct, and reflects graduate level expectations. | 4 Reflections 100 total pts possible  
Please refer to assignment for rubric specific points. |
| #3. Chapter 1: Overview Text pages 1-8 and questions | Vague answers, incomplete sentences, no evidence that the student showed interest or understanding of the text reading, noticeable mistakes in grammar and spelling. | Detailed answers, full complete sentences. Showing evidence of reading the assigned text. Writing is acceptable with very few mistakes in grammar and spelling. | Detailed answers, full complete sentences. Each answer is supported with a personal opinion rationalizing the answer. Writing is clear, succinct, and reflects graduate level expectations. | 5 Questions. 25 total points possible.  
Please refer to assignment for rubric specific points.  
Reminder: 25 pts for reflection also |
|---|---|---|---|---|
| #4. Internet research on Interdisciplinary Lessons | N/A | N/A | N/A | 25 pt quiz multiple choice, short answer, true/false:  
25 total pts possible. |
| #5. Chapter 1 Compare/contrast National/State Standards | Essay was less than 5 paragraphs, lacked critical thinking, did not compare/contrast, noticeable mistakes in grammar and spelling | Essay was 5 paragraphs, showed evidence of compare/contrast was evident and clear. Writing is acceptable with very few mistakes in grammar and spelling. | Detailed answers, full complete sentences. Writing is clear, succinct, and reflects graduate level expectations.  
Applied critical thinking and personal views on standards. | 50 pts  
Please refer to assignment for rubric specific points. |
| #6. Chapter 1 Interdisciplinary Teaching Models | N/A | N/A | N/A | 22 pt quiz. Multiple choice, fill in, true/false  
3 pts for completing the reading |
<p>| #7. Chapter 2 Reflection | Reflection | Reflection clearly | Reflection | 120 points total |</p>
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a support group and collaborative efforts</td>
<td>somewhat relates to main topic but does not give examples, details or opinions of experiences, noticeable mistakes in grammar and spelling.</td>
<td>relates to the topic(s) and provides 1-2 details, examples and opinions on experiences. Writing is acceptable with very few mistakes in grammar and spelling.</td>
<td>clearly relates to the main topic and includes several details, examples and opinions on experiences. Detailed answers, full complete sentences. Writing is clear, succinct, and reflects graduate level expectations</td>
<td>possible. Please refer to assignment for rubric specific points. Reminder: 25 pts for reflection also</td>
</tr>
<tr>
<td>#8 Teaching an interdisciplinary Lesson</td>
<td>The lessons did not contain all criteria. Provided Vague answers, incomplete sentences, noticeable mistakes in grammar and spelling, no evidence that the student showed interest or understanding of the lesson or assignment.</td>
<td>The lessons contained some of the required criteria, detailed answers, full complete sentences. Writing is acceptable with very few mistakes in grammar and spelling. Showing evidence of understanding and reflecting on the lesson/assignment.</td>
<td>The lesson contained all of the required criteria, detailed answers, full complete sentences. Writing is clear, succinct, and reflects graduate level expectations. Each answer is supported with a personal opinion rationalizing the answer.</td>
<td>Lessons: 100 points each Questions: 10 points each 230 total points possible. Please refer to assignment for rubric specific points.</td>
</tr>
<tr>
<td>#9-Chapter 5-7 Teaching an interdisciplinary Lesson</td>
<td>The lessons did not contain all criteria. Vague answers, incomplete sentences, no evidence that the student showed interest or understanding of</td>
<td>The lessons contained some of the required criteria. Detailed answers, full complete sentences. Showing evidence of understanding and reflecting on</td>
<td>Detailed answers, full complete sentences. Each answer is supported with a personal opinion rationalizing the answer.</td>
<td>Lessons: 100 points each Questions: 10 points each 230 total points possible.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>#10-Integration of all Chapters Development, teaching a lesson and peer reflection</th>
<th>The lessons did not contain all criteria. Vague answers, incomplete sentences, no evidence that the student showed interest or understanding of the lesson or assignment. Noticeable mistakes in grammar and spelling, video was not 15 minutes long or posted to forum, did not reply to 2 students properly.</th>
<th>The lessons contained some of the required criteria. Detailed answers, full complete sentences. Showing evidence of understanding and reflecting on the lesson/assignment. The lesson was 1-10 minutes long and student only replied to 1 peer in forum.</th>
<th>The lesson contained all of the required criteria. Detailed answers, full complete sentences. Each answer is supported with a personal opinion rationalizing the answer. The video was 15 minutes long and the student replied to 2 peer videos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 points for lesson</td>
<td>15 points for video</td>
<td>25 points for reflection</td>
<td>140 points possible Please refer to assignment for rubric specific points</td>
</tr>
</tbody>
</table>