

# PED 200

## Lifelong Physical Education Programming Educational Dance and Gymnastics 3 credits

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### I. Catalog Course Description

The intent of this course is to develop and enhance knowledge, skills, and the designing of traditional and lifelong dance and gymnastics physical education programs. The emphasis will be on the application of various curricular models to the programming of lifelong leisure dance and gymnastics physical education programs.

### II. Text(s)

Bennett, J. P. and Reimer, P. C. (1995). *Rhythmic activities and dance*. Champaign, Illinois: Human Kinetics Publishers, Inc.

Bennett, J. P. (1995). *Gymnastics for everyone*. Boston: American Press.

### III. Competencies

Upon successful completion of this course the student should be able to:

- A. Demonstrate knowledge of the *North Carolina Standard Course of Study* and the physical education goals and objectives, of the *North Carolina Teacher Handbook* for educational dance and gymnastics.
- B. Demonstrate skill in and knowledge of developmental stages of basic locomotor, non-locomotor, and manipulative skills as they relate to educational dance and gymnastics.
- C. Demonstrate skill in and knowledge of basic rhythmic activities as well as various dance forms such as folk, square, social, and creative dance and in gymnastics as non-competitive activities suitable for participation throughout life.
- D. Plan for teaching and learning in educational gymnastics and dance grades Pre K-12.
- E. Develop, design, and demonstrate proficiency in skills for developmentally appropriate activities in educational gymnastics and dance grades Pre K-12.
- F. Establish and maintain a positive, safe, and effective learning environment that fosters meaningful movement experiences for all students and minimizes time students are off-task in educational gymnastics and dance grades Pre K-12.

- G. Demonstrate knowledge of procedures in (a) the selection and purchase of equipment and supplies, (b) the proper maintenance of facilities and equipment for gymnastics and dance.
- H. Demonstrate knowledge of sound financial management procedures and practices as needed to maintain a physical education program in educational gymnastics and dance.
- I. Display a disposition toward reflection and commitment toward professional growth and lifelong learning activities.
- J. Describe and demonstrate the use of educational dance and gymnastics in the development of personal fitness.
- K. Analyze motor performance in educational dance and gymnastics and provide meaningful feedback to the learner.
- L. Interpret the dance and gymnastic components of the physical education program to the many diverse communities that comprise our society.
- M. Access and utilize computer-based information on Pre K-12 physical education dance and/or gymnastics programs.

#### **IV. Course Outline**

- A. History
  - 1. Origin and original purposes of dance and gymnastics
  - 2. Diverse communities in society
- B. Performance of fundamental nonlocomotor, locomotor, and combination movements
- C. Dance forms such as, but not limited to
  - 1. Children's Creative Dance
  - 2. American and International Folk Dance
  - 3. Square Dance
  - 4. Round Dance
  - 5. Social and Ballroom Dance
  - 6. Aerobic Dance
  - 7. Native-American Dance
  - 8. African-American Dance
- D. Gymnastic Skill Areas
  - 1. Static positions (supports, hangs, and balances)
  - 2. Springing and landing
    - a. large, time, distance
    - b. large with lots of body parts
    - c. falling forward and backward
    - d. rotating forward and backward
  - 3. Rotations
    - a. lateral (forward and backward rolls)
    - b. medial (cartwheels and roundoffs)
    - c. longitudinal (turns, 1/2, 3/4, full, etc.)
  - 4. Weight transfer
  - 5. Flight and height
- E. Development of personal fitness through dance and gymnastics
  - 1. Warm-up and warm-down

- 2. Flexibility and strength development
- 3. Safety awareness
- 4. Use of equipment and props
- 5. Emergency procedures - legal and medical responsibilities
- F. Planning, implementing, and evaluating skills for dance and gymnastics programs
  - 1. Lessons and unit planning
  - 2. Evaluating individuals and programs
- G. Class organization to optimize management of the learning environment
- H. Application of a pre K-12 developmentally appropriate dance and gymnastics program to the North Carolina Healthful Living Education Curriculum.

**V. Evaluation**

- A. Upon successful completion of this course, the student will have completed satisfactorily:
- 1. Demonstrated proficiency in pre-K-12 developmentally appropriate dance and gymnastics skills
  - 2. Quizzes and Tests
  - 3. Lesson and unit planning
  - 4. Creation and execution of both a dance and gymnastics routines
  - 5. Participated appropriately in class and in an out of class field

experience

**B. Grading Scale**

A = 94-100	C = 74 - 76
A- = 90 - 93	C- = 70 - 73
B+ = 87 -89	D+ = 67 - 69
B = 84 - 86	D = 64 - 66
B- = 80 - 83	D- = 60 - 63
C+ = 77 - 79	F = 0 - 59

**C. Grade Distribution**

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|--|-----|
| 1. Tests   | 45% |
| 2. Lesson and unit planning (1 gymnastics lesson plan - 5% and 1 dance unit plan - 10%)  | 15% |
| 3. Skills evaluation in educational dance and gymnastics pre K-12 (based on skills, attendance, and participation)   | 15% |
| 4. Website analysis on teaching dance and/or gymnastics pre K-12 (Locate a Website that provides information on educational dance and/or gymnastics, summarize and analyze the contents of this site. Include a copy of the home page in your review). | 5%  |
| 5. Create, perform, and write a description of a gymnastics routine 1 to 1and a 1/2 minutes in length and a group dance 1 to 1and 1/2 minutes in length  | 15% |
| 6. Complete a four hour field experience observing/  |     |

interacting with physical education classes in grades K-12 in either gymnastics/dance.

$\frac{5\%}{100\%}$

### Grades K-12 Field Experience Description - 4 hours

#### Objectives

- Describe the students, the environment, the activities and the learning taking place in a dance/gymnastics class.
- Record observations, what went well and what could be done differently.
- Demonstrate understanding of the stages of growth and development of school-age children.

#### Types of participation

- Observing and evaluating physical education teacher(s) in a gymnastics/dance class at different grade levels.
- Generate a written summary and analysis of the students, learning environment and learning outcomes
- A 3-5 page reaction paper will be written after the completion of the field experience(s) critiquing the experience(s).

#### D. Class Policies and Information

1. Attendance and participation
  - a. All students are expected to attend, participate, and dress appropriately for this class.
  - b. After 3 absences, each absence will result in a 1/2 letter grade deduction from your final average.
  - c. Two lates will count as one absence.
2. Assignments
  - a. All papers , projects and other assignments are to be typed and are due on their due date. No points will be provided for materials that are turned in late.
  - b. Late assignments will not be accepted without prior approval of the instructor before the due date. No points will be provided for materials that are turned in late.
3. All written work will be evaluated according to the most recent edition of the American Psychological Association Style Manual.
4. The instructor reserves the right to modify or change assignments during the semester.
5. Honor code - Dedication to the physical education profession requires a high ethical commitment to the field, peers, and oneself. Dishonesty can neither be tolerated or accepted. Specific policies are described in the Student Handbook and Code of Student Life.

6. The Learning Center will provide free tutorial assistance for students. If you are interested in tasking advantage of the tutoring sessions, you need to register with The Learning Center on the second floor of Westside Hall.

## VI. Accommodations for Disabled Students

A. The course instructor is happy to make appropriate accommodations for students with disabilities, as specified in federal regulations. If you have a disability and need accommodation, please follow this procedure. First, contact and register with the office of Disability Services in Westside Hall (ext. 3746). Second, obtain a copy of your Accommodation letter and then make arrangements to speak with this instructor. Assistance will be gladly provided based on the recommendations of Disability Services and our mutual agreement.

B. Below is a list of reasonable accommodations, one or more of which may be appropriate for a particular disabled student.

### 1. Special Test Administration

- Extended time on test (1 x - 2 x of regular test length)
- Word processing by student with spell check
- Amanuensis (staff records the dictated answers)
- Reader (of material for print disabled students)
- Quiet / low distraction setting
- Oral Exam
- Enlarged copy

### 2. Other Accommodations

- Accessible classroom / location
- Accessible tables / desks / chairs
- Books on tape
- Extended time for assignments
- Enlarged print (syllabi / handouts)
- Interpreters
- FM Listening Device (amplification)
- Library accessibility / assistance
- Laboratory accessibility / assistance
- Note Takers
- Special seating
- Taped lectures
- Taped materials (syllabi / handouts)

### 3. Service available in addition to legally required accommodations

- Advocacy / Mediation
- Tutorial assistance / Math lab / Writing place assistance