



PED 387 Teaching Physical Education in Grades 6-12

Department of Health & Applied Human Sciences
College of Arts & Sciences
Spring 2009, 4 credit hours

Class meeting: TR 8-9.15am Practicum Meetings: Friday 10-10.50am & school visits	Contact information: Steven Elliott, Ph.D. Trask 144; 962-2115 elliotts@uncw.edu
Class location: Trask 117	Office hours: TBD

Course Description

Theory, technique, and methods of developing and implementing developmentally appropriate physical education for grades 6-12. Emphasis on teaching effectiveness, lesson and unit planning, writing student learning objectives, the integration of technology, and the sport education and physical best curricular models. A field experience is required.

Selected Course Objectives

Course Unit	Learning Objective	Assessment Tool
Developmentally Appropriate Physical Education Grades 6-12	TSW be able to differentiate between appropriate and inappropriate activities and teaching strategies.	DAP Assignment. Exams. Teaching practicum. Peer teaching assignment.
	TSW be able to design and implement developmentally appropriate lessons and units.	DAP Assignment. Exams. Teaching practicum. Peer teaching assignment.
Effective Teaching Strategies in Grades 6-12	TSW be able to conduct a time-analysis of a recorded lesson.	Time analysis assignment. Midterm Portfolio.
	TSW demonstrate an understanding of effective teaching in physical education literature.	Midterm & Final.
	TSW demonstrate effective teaching strategies in his/her teaching.	Peer teaching. Teaching practicum. Portfolio.
Creating a Positive Learning Environment	TSW employ effective classroom management (behavior management) and organizational strategies necessary to provide a productive learning environment.	Peer teaching. Teaching practicum. Portfolio. Lesson plans.
	TSW develop and maintain classroom	Teaching practicum.

	routines and expectations during a teaching practicum experience.	Portfolio.
Curriculum Development	TSW will demonstrate understanding of the curriculum development process.	Midterm & Final. Scope & sequence assignment.
	TSW will demonstrate an understanding of different curricular models.	Scope & sequence assignment. Teaching practicum. Midterm & Final. Portfolio.
	TSW will be able to align curricular goals with specific state and national standards.	Scope & sequence assignment. Teaching practicum. Midterm & Final. Portfolio.
	TSW will be able to design a developmentally appropriate curricular scope and sequence that is aligned with specific state and national standards.	Scope & sequence assignment. Teaching practicum. Midterm & Final. Portfolio.
Unit and Lesson Planning	TSW structure and develop appropriate learning experiences that provide challenge, and yet allow for successful participation of secondary level students in physical education.	Lesson plans. Unit plans. Teaching practicum. Portfolio. Midterm & Final. Peer teaching.
Assessment and Grading	TSW create/design appropriate assessment measures for use in secondary school physical education.	Unit plans. Lesson plans. Peer teaching. Portfolio. Teaching practicum. Midterm & Final.
Curricular Models	TSW will demonstrate understanding of the Physical Best HRPF Model.	Final. Peer teaching. Lesson plans. Unit plans. Teaching practicum. Portfolio. FITNESSGRAM assignment.
	TSW will create/design units and lessons using the Physical Best HRPF Model.	Final. Peer teaching. Lesson plans. Unit plans. Teaching practicum. Portfolio.

	TSW will teach developmentally appropriate activities that incorporate elements of the Physical Best HRPF Model.	Final. Peer teaching. Lesson plans. Unit plans. Teaching practicum. Portfolio.
Teaching Practicum	TSW will demonstrate an application of content covered in this and other major courses.	Teaching practicum. Portfolio.

Course Materials

To achieve the above course objectives of PED 387, the following textbook is required for class: **Himberg, C., Hutchinson, G. E., & Rousell, J. M. (2003). Teaching secondary physical education: preparing adolescents to be active for life. Champaign, IL: Human Kinetics.** Occasionally, handouts, readings, or other notes will be made available in class or through e-mail. Additional readings and videos may also be placed on reserve at Randall Library. If you are absent then have a friend pick up handouts for you.

Course Format

This course will be delivered utilizing several different pedagogical techniques such as lectures in the classroom and activity sessions in the gymnasium or outside. Lectures may be augmented with PowerPoint. PowerPoint shells for each lecture may be e-mailed prior to class. It is recommended that students print and use these shells for note-taking during class. Students should familiarize themselves with content prior to class. Small discussion groups, in-class activities, guest speakers, and student presentations may be used to provide students with better understanding of the course material.

Evaluation

Students will be evaluated through several traditional and alternative assessment tools. Any changes to the evaluation process for this course will be announced in class.

Assignment	Value
DAP assignment	5%
Scope & sequence	5%
FITNESSGRAM assignment	5%
Lesson plan assignment	10%
Midterm	25%
Final (cumulative)	25%
Teaching practicum & portfolio	25%
Total	100%

Grading Scale

Final letter grades will be determined using the following scale. **No final grade curves or sliding scales will be implemented.** The instructor reserves the right to award extra credit at his discretion.

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

The instructor will discuss a student's grade with him or her, however: (a) grade discussion will occur during office consultation and will not occur via email, and (b) a student's grade will not be changed on any assignment, nor will his or her final grade be adjusted unless justifiably warranted (i.e., error in grading). Students are allowed **one week** from the receipt of their graded work to notify the instructor of any errors or dispute evaluation. Grade adjustments (e.g., poorly worded item on an exam, extra-credit) will occur at the instructor's discretion.

Examinations

Exams will be given on the dates listed on the course syllabus; however, the instructor reserves the right to move the exam date with at least one-class period's prior notice to the class. Every effort will be made to announce any changes to the exam schedule in class *at least* one week prior to the exam – you are responsible for attending class to hear these announcements.

Examinations may consist of multiple choice, true-false, listing, short answer, video analysis and/or essay components. Essays may be take-home or in-class components of the exam.

Exams will be given with a time limit set at the instructor's discretion. At this time, all tests and answer sheets must be turned in. Students who fail to turn in their exam by the designated finish time will receive a zero for the test. Each test will be given in multiple forms: *It is the student's responsibility to record the correct form on their answer sheet and to complete all of the information requested on the test form.* During exams, students must remove hats and headphones. Students are not permitted to receive (or make) telephone calls during exams. The instructor reserves the right to lecture at the completion of the exam time period.

If the student absolutely cannot be in class when an exam is scheduled, it is the student's responsibility to contact the instructor **at least 2 weeks prior to the scheduled exam**, with valid documentation for missing the exam, to arrange a time to take it before the scheduled exam date (note: rescheduled exams may be different from the exams given during the regularly-scheduled exam period). If the student is missing a scheduled exam due to a university-scheduled event, the student must provide the instructor with documentation from a university faculty or staff member (i.e., written documentation on university letterhead signed by the faculty/staff member) **2 weeks prior to the exam**. Failure to provide documentation prior to the exam will result in a zero. If the student is missing a scheduled exam due to a personal event, valid documentation (i.e., written documentation: doctor/parent, plane ticket, court subpoena) must be provided **2 weeks prior to the exam**. Emails are **not** acceptable forms of documentation. If an examination is missed for any other reason, it is the student's responsibility to communicate with the instructor *within 24*

hours of the missed exam or a grade of zero will automatically be given for the exam and **the highest final letter grade the student can receive is a C.**

Note. Incompletes (I) will not be recorded for students who fail to take an exam. Make-up exams will be given without penalty only when official documentation of hospitalization, death in the family, or other emergency is provided. Following is a list of the conditions under which an exam may be missed or made up (there will be no exceptions): (a) severe illness or injury to the student, (b) epic event in the student's immediate family (e.g., death, wedding), and (c) university sanctioned event (e.g., intercollegiate athletics).

Teaching Practicum Experience: This is a 4 hour course. One credit hour is allocated to the practicum experience. You will be involved in two practicum experiences for this course; (a) Teaching students from the Isaac Bear Early College, and (b) a placement in a local secondary school.



You will be teaching students from IBEC on 10 Fridays mornings (10-11am) throughout the semester (see attached schedule). You will be responsible for planning and delivering lessons to these students. You are to e-mail a lesson plan to Dr. Elliott the Wednesday before each IBEC meeting (not 1st few weeks). The focus should be on small sided lead-up games or an intramural approach.



This will involve you observing, assisting, and teaching secondary physical education classes in local schools. You will visit your placement school 8 times on a pre-arranged schedule. This will be discussed in more depth in class.

Days 1-2: Observe

Days 3-5: Observe & assist

Days 6-8: Teach

Communication

- you must call Dr. Elliott if you are not going to be at the school or teaching as planned (962-2115). Leave a message if I am not there.
- my visits are unscheduled and I will miss a whole day of seeing someone else if I drive to your school and you are not there or are not teaching. This will hurt your grade.
- check your UNCW email daily and clean out your in-box.

Park in the teacher parking area / visitor parking area and make sure you have a UNCW permit in your car. If you do not have a UNCW permit then put a piece of paper in your window that says you are a visiting UNCW student.

Never: Head to the gym without signing in
Smell like alcohol / cigarettes
Dress inappropriately
Teach if your supervising teacher is not present

Attendance & Dress Policy: Students are expected to attend punctually all lecture and laboratory sessions and field experiences in the courses for which they are registered. The student is held accountable for the work covered in each class meeting. Absence from class can only detract from your learning; however, professional and personal circumstances arise that necessitate absence from class on rare occasions. Attendance will be recorded and Three percentage points will be deducted after the second absence, and for each absence thereafter from the final grade percentage. Absences during practicum experiences are not allowed without prior consent of instructor. A practicum absence will result in a 5% deduction from your final grade per absence. Two tardies will also constitute an absence. Being more than 15 minutes late will result in an absence. In addition, any student accumulating a total of 5 absences will fail the course. Any deviation from this policy will be at the discretion of the instructor. Students who do not dress appropriately for class will be recorded as being absent for that day. Students who dress inappropriately for school practicum visits will lose 5% from their final grade for each infraction.

Dress Code (look like a teacher!):

Collared polo shirt

Smart dress shorts, athletic shorts, sweat pants, or dress pants. NO baggy cargo shorts or athletic shorts.

Socks

Athletic shoes

Academic Dishonesty

As members of the campus community, students are encouraged to actively support academic honesty and integrity in the classroom. See:

<http://www.uncw.edu/stuaff/doso/documents/Code.Of.Student.Life.pdf>

Any instances of Academic Dishonesty will be handled on a case by case basis and could result in appropriate disciplinary actions ranging from a failure grade for that test or paper to failure of the course to dismissal from the university. Students also should note the following:

- (1) Erasure problems with Scantron scoring sheets will not be considered nor will rescoring take place after the student has had an opportunity to examine the answer sheet. It is the student's responsibility to bring a working number 2 pencil and a good eraser to exams. Complete erasure of changed answers is the responsibility of the student.
- (2) Cheating on tests will not be tolerated. If such violations occur, the student(s) in question may have her/his/their test confiscated, the student(s) may be penalized up to

- the extent of being given an *F for the course* (not just the test), the student(s) may be referred to the Office of Judicial Affairs for disciplinary action, or both.
- (3) Cheating on take-home assignments (including take-home portions of exams) includes plagiarism, unauthorized collusion, copying *any* part of another student's work, and forgery - among other violations. Refer to the Student Guide to Code of Student Conduct for further information. If any of these violations occur, the student(s) may be punished to the extent of receiving an *F for the course* (not just the assignment or exam) and being referred to the Office of Judicial Affairs for disciplinary action.

The following written statement must be written and signed at the end of every exam and written assignment (e.g., take-home essays):

I have neither given nor received unauthorized aid on the [examination, pop quiz, class assignment], nor have I concealed any observed cheating.

Note. The instructor will not be obligated to grade any student's work if this honor statement is not signed and dated properly.

Classroom Etiquette

A student-centered university conveys high expectations for appropriate behavior and is designed to assist students in the development of an informed set of values, ethics, and beliefs. It fosters a climate that promotes civility and respect. UNC Wilmington students are expected to engage in behaviors that are consistent with the attainment of academic integrity and moral values. As members of the campus community, students are encouraged to actively support

- ethical behavior in all aspects of University and community living
- civil discourse among all members of the campus community, treating each student with dignity and respect regardless of personal differences

Note. Students are expected to demonstrate dignity and respect by arriving on time to each class and turning off cell phones prior to the start of each class. **The instructor reserves the right to punish individuals who act or speak inappropriately or treat other students / the instructor in a disrespectful manner. Punishment may involve being asked to leave the class and / or a point(s) reduction. For example, any inappropriate / offensive comments or language will result in an instant 5% reduction in the final grade.**

Accommodations

The University of North Carolina at Wilmington is open and accessible to students with disabilities. We are committed to providing assistance to enable qualified students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. Disability Services has devoted much energy to meeting the requirements of Section 504, Federal Rehabilitation Act of 1973 and its amendments, and to the Americans with Disability Act of 1990. Disability Services serves as a full-time advocate for students with disabilities, as well as a resource for faculty, staff and administration. Contact:

Disability Services
Westside Hall, First Floor
University of North Carolina at Wilmington
601 South College Road Wilmington, NC 28403-5942
910-962-7555 - fax: 910-962-7556 - TDD 910-962-3853

Office Consultations

Students are encouraged to utilize office hours to enhance understanding of course material. Students wishing to meet with the instructor outside of normal class hours can either (a) drop in during scheduled office hours, (b) utilize advanced technology to meet virtually during scheduled times, or (c) make an appointment with the instructor. The student is expected to arrive at the appointment prepared for discussion and clarification. While the student can expect helpful suggestions, it is the student's responsibility to incorporate any suggestions into their work. Finally, students should not expect the instructor to find and correct every mistake in an assignment. Ultimately, the student is responsible for the quality of any work submitted for evaluation purposes.

Copyright Notice

Copyright law protects this syllabus, instructor lectures, and all materials distributed and presented by the instructor throughout this course. Students are authorized to take notes in this class for their own personal use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record (audio or video) from this class without written consent from the instructor.

Date	Unit
1/8 R	Introduction
1/13 T	Syllabus / Main purpose of P.E. Ch.1
1/15 R	Main purpose of P.E. Ch.1; Developmentally Appropriate Documents
1/20 T	IBEC discussion / expectations
1/22 R	Analysis of teaching episodes
1/23 F	IBEC
1/27 T	Effective Teaching Ch.7
1/29 R	Effective Teaching Ch.7
2/3 T	Effective Teaching Ch.7
2/5 R	Teaching Styles Ch.8
2/6 F	IBEC
2/10 T	Teaching Styles Ch.8
2/12 R	Developing your Curriculum Ch.10
2/13 F	IBEC
2/17 T	Developing your Curriculum Ch.10
2/19 R	Observation of intern videos
2/20 F	IBEC
2/24 T	MIDTERM
2/26 R	MIDTERM review
2/27 F	IBEC
3/5 R	Unit & Lesson Planning Ch.11
3/6 F	IBEC
3/17 T	Unit & Lesson Planning Ch.11
3/19 R	Unit & Lesson Planning Ch.11
3/20 F	IBEC
3/24 T	Assessment Ch.12
3/26 R	Assessment Ch.12
3/27 F	IBEC
3/31T	FITNESSGRAM
4/2 R	Fitness education – NASPE Physical Best model – Classroom
4/7 T	Fitness education – NASPE Physical Best model – Gymnasium
4/9 R	Physical Best Peer Teaching
4/14 T	Physical Best Peer Teaching
4/16 R	Physical Best Peer Teaching:
4/17 F	IBEC
4/21 T	Physical Best Peer Teaching:
4/23 R	Exam Overview Peer teaching debriefing
4/24 F	IBEC
	Final Exam