

**EDCI 449 Secondary School Health and Physical Education Methods**  
**Fall 2006**

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**Course Description:** Strategies and materials for teaching secondary health and physical education

**Textbook:** Darst, P. W. & Pangrazi, R. P. Dynamic Physical Education for Secondary School Students, 5<sup>th</sup> edition.

***Conceptual Framework: The Responsive Professional***

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

**Course Objectives and Corresponding Unit and Outcomes**

- **On completion of the course, the student will apply the Responsive Professional model by acquiring knowledge, skills and dispositions through the following objectives. *Candidates will acquire the following knowledge, skills, and dispositions through this course. Knowledge (K), Reflection (R), Diversity (D), and Professionalism (P) will be addressed.***

**Knowledge:**

1. Define effective teaching in physical education (K1-3).
2. Apply knowledge acquired from previous kinesiology and health courses to the activities of this course (K1-8; R1; D1-5; P2-5).
3. Discuss and analyze past and current issues relevant to physical education and health at the secondary level (K1-5, 7-9; R1; D1-5; P2-3).
4. Demonstrate the knowledge to teach a variety of sports, games, and lifespan leisure activities appropriate for a secondary setting (K1-9; R1-3; D1-5; P2-4).
5. Describe key concepts related to skillful motor activity for health related fitness, sports, and leisure activity (K1-3, 7).
6. Demonstrate effective communication through writing and discussion activities related to course content (K7-8; R3; P4).
7. Demonstrate an understanding of legal issues associated with teaching secondary physical education and how to be proactive in addressing these issues (K1-5, 8, 9; R1-3; D1-5; P2, 3, 6).
8. Demonstrate an understanding of the importance and use of technology in secondary school settings (K7, P1, 4).
9. Demonstrate knowledge of and exemplify the privileges as well as the responsibilities of a professional teacher (K1-9; R1-3; D1-5; P1-7).

### Teaching:

1. Develop appropriate learning progressions for teaching skills in a variety of physical activities (K1-5, 8; R1-3; D2, 3; P2).
2. Plan and implement activities that maximize activity time, safety, and learning in a secondary setting (K1-6, 8; R1-3; D1-3).
3. Develop and use a variety of resources related to appropriate physical activity and health (K1-5, 7, 9; R1-3; P1-3).
4. Identify and utilize effective class management and discipline techniques (K6; R1, 3; D1-3; P2).
5. Identify characteristics of good task presentations and task clarity (K1-4, 6, 8; R1-3).
6. Create and use appropriate instructional cues and prompts for basic motor skills, rhythms and physical activity (K1-4, 8; D2).
7. Identify, develop, and implement instructional and program goals related to the state and national standards for physical education (K1-5; R1-3; D1-5; P2, 3, 6).
8. Select and implement appropriate teaching resources and curriculum materials (K1-5, 7-9; D2, 3; P2).

### Diverse Learners:

1. Identify and implement strategies to encourage respect for others, safe participation, and cooperative participation during physical activity (D1-5; P2).
2. Create a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school (K1-5, 8; R1-3; D1-5; P2).
3. Design learning experiences that are safe and that provide the student with different amounts of decision-making (K1-5, 8; R1-3; D1-5).
4. Develop instructional strategies for diverse learning needs and recognize and implement a spectrum of teaching styles and instructional strategies (K1-5, 8, 9; R1-3; D1-5; P2).

### Assessment:

1. Identify and use formal and informal assessment strategies appropriate for physical activity settings as well as describe the characteristics of quality authentic assessment of both teaching and learning (K1-5; R2; D2).
2. Identify and use resources for self reflection and self improvement (R1-3; P1, 3, 5, 7).
3. Demonstrate an awareness of safety issues in secondary settings (K6; R1).
4. Use authentic assessment strategies to involve learners in self and peer assessment (K1-5, 8; R2; D3).
5. Select and use developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals (K1-5, 8; R2; D3; P2).
6. Reflect on the appropriateness of program design relevant to the development of physically educated individuals by keeping a reflective journal related to class observations and teaching (R1-3).

### Course Requirements:

1. Teaching Notebook
2. Field observation/assisting and journal
3. Field Teaching
4. Videotape of teaching and self-reflection
5. Assessment Portfolio
6. Homework/in-class assignments
7. LAHPERD Summaries
8. Physical activity journal (due each week during the semester)
9. Midterm (Test #1)
10. Final Exam (Test #2)

## PASS-PORT Artifacts

- Teaching Notebook
- Field observation/assisting journal
- Field Teaching
- Videotape of teaching and self-reflection
- Assessment Portfolio
- Homework/in-class assignments
- LAHPERD Summaries
- Other artifacts as assigned by instructor

## Course Evaluation:

1. Teaching Notebook	100 points
2. Field observation/assisting and journal	30 points
3. Field Teaching	100 points
4. Videotape of teaching and self-reflection	50 points
5. Assessment Portfolio	100 points
6. Homework/in-class assignments	20 points
7. LAHPERD Summaries	100 points
8. Physical Activity Journal	15 points
9. Midterm (Test #1)	100 points
10. Final Exam (Test #2)	100 points
<b>TOTAL</b>	<b>715 points</b>

The following grading criteria will be used:

100-90%	= A
89-80%	= B
79-70%	= C
69-60%	= D
Below 69%	= F

## Class policies:

1. **Assignments will not be accepted late, do no request an extension.**
2. All assignments must be typed (1/4 point deduction per typing, grammar, and/or spelling error).
3. If a scheduled test is missed, it must be made up before the next scheduled class meeting.
4. **Tardies will not be tolerated.** A significant reduction in the final grade will result for persistent tardies. Two tardies equal one absence. The expectation is that students are in class when the instructor arrives.
5. Students are expected to attend and participate in all class activities. Dressing appropriately for physical activity is expected. During any field experiences you are expected to wear professional clothing (collared shirt, kakhi pants/shorts, athletic/running shoes).
  - a. Clothing worn to school sites must be clean, not torn, and must not have printing on it which contains messages endorsing drugs (alcohol, tobacco or others), inappropriate language, or sexual references.
  - b. ULL students must conform to individual school policies to participate in field experiences.
6. Students are expected to complete assigned readings of articles and other supplemental materials. You are expected to read the assigned material before the lecture/class session covering those topics.
7. Recopying class notes and developing small study groups or discussion groups are ***highly*** encouraged.
8. Cell phones are to be turned off during any and all class times.

## **Procedures for Tests/Exams**

During tests/exams given in class, students will be required to leave all personal belongings (books, notebooks, backpacks, cell phones, hats, etc.) at the front of the room. Only pens/pencils will be allowed at the students' desk or work area during tests/exams.

## **Academic Honesty:**

Plagiarism, or any other violation of the ULL Code of Student Conduct or other issues outlined in the Undergraduate Bulletin (2005-2007), will not be tolerated. The university academic honest policy states: "The University considers both cheating and plagiarism serious offenses. The minimum penalty for a student guilty of either dishonest act is a grade of 'zero' for the assignment in question. The maximum penalty is dismissal from the University. The complete policy may be found in the UL Lafayette Undergraduate Bulletin." (see: 2005-2007 UL Lafayette Undergraduate Bulletin: page 444-445).

## **Absence Policy:**

The expectation is that students will be in class everyday. Excessive absences and/or tardiness will have a negative impact on the final grade. **Two tardies equal one absence.** Students are tardy if they arrive 5 minutes after the posted start time of class. Since tardies will be accumulated to equal absences, it is your responsibility to let the instructor know if you arrive late to class. If you arrive late, and fail to inform the instructor, at the end of class, of your presence, you will be marked absent. No exceptions.

**Excessive Absences:** Students who exceed the University's minimum criteria for absences (absences in excess of 10% of the number of class meetings) will be dropped a letter grade at the end of the semester (example: student with an overall B average in the course will receive a C as a final grade). See: 2005-2007 UL Lafayette Undergraduate Bulletin: page 443-444).

## **Students Requiring Special Accommodations**

Students Requiring Special Accommodations must register with the Office for Students with Disabilities and provide official documentation to the instructor in a timely manner. If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the instructor and with the Office for Students with Disabilities, Lee Hall 106.

## **Guidelines for a Successful Semester:**

1. Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable.
  - a. Examples of unacceptable behavior include repeatedly entering class late or departing early without prior discussion with the professor, interrupting a lecture or discussion without being recognized, being unprepared or refusing to participate in class discussions, carrying on private conversations while class is being conducted, use of a beeper or cellular telephone during class, and/or arguing in a way that is perceived as crossing the civility line.
  - b. The examples provided are not all inclusive.
  - c. Discussion of potential problems with the professor, in advance, is encouraged.
2. Keep a copy of all assignments turned in and returned assessment items. Keep track of your scores for each activity. For computer work, be sure to save backup copies of your work.
3. You are encouraged to exchange telephone numbers with two of your classmates so you can call them if you are required to miss class.

4. Handouts and returned projects will be brought to class one day only. Missed handouts can be duplicated from a classmate's handouts or ask a classmate to pick-up any handouts for you. Returned items that a student misses may be picked up at my office.
5. Please note that lectures will include information not found in assigned reading or go beyond that information. In addition, not all reading material will be discussed in lectures. However, please feel free to ask questions during class related to reading assignments for our class
6. You are encouraged to get feedback on your first drafts and ideas before assignments are due. Feedback from the instructor will not include the identification of all problem areas, but will identify general problem areas for you to correct. Also, have your peers read and/or listen to what you have written before the final draft. YOU MUST put your name on all assignments to receive credit.
7. With all school settings involved in your field experiences, you are expected to remember that you are a guest and should not disrupt any of the normal activities of the students.
  - a. Observations related to the children or teachers MUST NOT be discussed outside of our classroom. Further, use of specific names should not occur outside of our classroom.
  - b. Photography and/or videotaping of the children is not permitted without written permission required by the school and/or district.
  - c. All visits to a school outside of our class time must begin with the main office of the school.
8. This class will involve physically active learning and you are expected to participate at a level that is safe for you. Communicate any physical or other limitations to me in writing by our second class meeting.

## **Resources**

### ***Professional Associations:***

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Louisiana Association for Health, Physical Education, Recreation and Dance (LAHPERD)
- National Association For Sport and Physical Education (NASPE)
- National Athletic Training Association (NATA)
- American Association of Health Education (AAHE)
- American College of Sports Medicine (ACSM)

### ***Professional Journals:***

- Journal of Health, Physical Education, Recreation and Dance
- Journal of Health Education
- Journal of Teaching Physical Education
- American Journal of Health Education
- Research Quarterly for Exercise and Sport
- International Electronic Journal of Health Education
- Medicine and Science in Sports and Exercise
- Exercise and Sports Science Reviews
- ACSM Health and Fitness Journal

### ***Other Professional References:***

NASPE Position Papers  
ACSM Position Papers  
CDC Position Papers  
AAHE Position Papers

## Course Requirements:

Teaching Notebook (to include the following items – 100 points total):

### Block Plan

- Students will plan the two-week teaching unit on the form provided. 10 points

### Lesson Plan

- Students will provide 10 daily lesson plans (which will be approved *well in advance* of the teaching unit in the school). 50 points.

### Reflective Journal

- Students will keep a daily reflective journal throughout their field teaching experience. Journals will be turned in with the notebook. Details of appropriate journal entries will be discussed in class. The journal is worth 10 points.

### Opportunity to Learn Program Evaluation

- Students will complete the NASPE Opportunity to Learn Middle School program evaluation and answer relevant questions related to the evaluation. 25 points.

### Lab Write Up

- Students will keep a notebook with a detailed account of each lab activity taught. Activities must have a title and a complete description of each individual task that occurred during the lab lesson. The lab notebook is worth 5 points.

### **Field observation/assisting and journal**

Students will observe and assist in a physical education setting prior to the field teaching experience. A reflective professional journal of these experiences will be completed, in addition to a program evaluation (NASPE Opportunity to Learn).

### **Field Teaching Experience**

Students will teach several lessons in a middle school for two weeks. Students will develop lesson plans for the teaching experience and will keep a daily reflective journal throughout the experience.

### **Videotape of Teaching and Self-Reflection**

During the field teaching experience, students will videotape the lesson they teach and assess their own teaching using an assessment instrument from NASPE. Students will also prepare a written evaluation of their teaching.

### **Assessment Portfolio**

The purpose of the assessment notebook is for you to have a compilation of authentic assessment items which can be used immediately upon being hired for a physical education position. The portfolio will include, but is not limited to a: rainy day assessment; skill rubric; written test with answer key; problem solving/game scenarios assessment; skill checklist; physical Activity log; Family Fitness Interview; student reflection/critical thinking assignment; one authentic assessment of your choice

### **Homework and In-Class Assignments**

Students will be given a variety of homework and in-class assignments pertaining to secondary physical education throughout the semester, including reading assignments, lesson plans etc. Point values for each assignment will be discussed individually, per assignment.

### **LAHPERD Summaries**

As part of the service-learning component of KNES 322, each of you will attend the LAHPERD Convention November 2-3, 2006. You must attend at least three sessions and prepare a one page typed summary/reaction for each session you attend. Follow the format that you are given when preparing your summary/reaction. In addition, you must meet and get the email of at least two other students (from other institutions) and the name and email of at least three LAHPERD professionals.

### **Physical Activity Journal**

The physical activity journal assignment is designed to help you get a better understanding of your own physical activity time. The assignment should be completed using the chart you will be given.

### **EMERGENCY EVACUATION PROCEDURES**

A map of this floor is posted near the elevator marking the evacuation route and **designated route area**. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Submitted Fall 2006