

**AUGUSTA STATE UNIVERSITY
DEPARTMENT OF KINESIOLOGY & HEALTH SCIENCE**

**COURSE SYLLABUS
KINS 4342**

**PHYSICAL EDUCATION & HEALTH for
MIDDLE & SECONDARY SCHOOL STUDENTS
3 SEMESTER HOURS**

Instructor: Mr Graeme J. Connolly, Christenberry Fieldhouse, Room 119, Tel: 667-4882,
E-Mail: gconnolly@aug.edu Office hours: Tues/ Thur 9-10am, Wed 2-3pm, Fri 9.30-10.30am.

Course Description: Students will learn about developmentally appropriate physical education for youth in middle and high school (grades 7-12). This course is designed to provide the physical education major with the ability to plan and implement an effective middle school and high school physical education program. It is designed to expand and enrich your teaching repertoire. You will become more competent (and confident) in planning, implementing, and evaluating alternative styles of instruction. Effective instructional programs require a balance of effective instruction and curriculum. Curriculum and instruction will be a primary emphasis of this course.

Conceptual Framework Principals Addressed:

1. Understand the central concepts, tools of inquiry, and structures of the discipline and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be reflective practitioner who continually evaluates the effects of his/her choices and actions on others) students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

Course Objectives: Specific course objectives are identified below with examples of specific skills/behaviors which will be introduced and emphasized. The learner will demonstrate acquisition of teaching behaviors, knowledge, and skill necessary to:

1. Develop an appreciation for the value and purpose of physical education for youth in middle and high school:
 - A. demonstrate an understanding of the purposes of education and physical education for a diverse population of students
 - B. identify the objectives of physical education
2. Understand the general characteristics of the middle and high school learner and the implications for teaching a wide variety of physical activities:
 - A. display an understanding of differences among students of physical growth and development, intellectual development, social development, and emotional development
 - B. demonstrate methods to meet the needs of all students to include individuals with disabilities, gender equity, and multi cultural education
 - C. apply the three learning domains to physical education
 - D. apply motor learning strategies for teaching motor skills
3. Organize, plan, implement and evaluate the instructional programs:
 - A. design unit and individual lesson plans
 - B. develop skill at writing performance objectives
 - C. develop pre-assessment techniques
 - D. identify program materials to match instruction (i.e., media, computers, and personal resource files)
 - E. evaluate basic concepts and principles of fitness programs (i.e., instruction, practice, assessment, and motivational techniques)
4. Develop and maintain an orderly and supportive learning environment in schools:
 - A. develop effective classroom management (i.e., distributing equipment, roll, getting attention, giving directions, and utilizing formations)
 - B. demonstrate techniques to motivate students
 - C. develops preventive management skills and discipline strategies
 - D. describe the connection between student safety and planning, organizing, and managing instruction
 - E. demonstrate ability to analyze basic performance skills, diagnose problems in skill patterns and select cues which produce success in performance
5. Understand the importance of curriculum design:
 - A. demonstrate knowledge about physical education value orientations and curriculum models
 - B. plan the steps needed to design a curriculum
 - C. demonstrate an understanding for scope and sequence in the scheduling in the physical education program
 - D. evaluates and revises the instructional program of a middle/high school
6. Apply concepts and principles to skillful movement, physical activity, and fitness.
7. Increase their ability to perform alternative teaching styles and approaches in clinical and real settings.

Course Text: Harrison, J.M., Blackemore, C.L., & Buck, M.M., 2005. Instructional Strategies

for Secondary School Physical Education (6th ed.), McGraw-Hill: New York, NY.

Class Policies and Procedures

1. Students will be asked to read assigned chapters and outside readings prior to class meetings and be prepared to discuss readings in class. All written papers will be typed and double spaced. Refer to the writing component rubric for assessment of writing assessments.
2. The job of the instructor will be to: direct the logical progression of the course; facilitate discussion and provoke thought; serve as a sounding board and resource person; and provide an overview of each of the topics covered. The success of this course is the joint responsibility of student and instructor and is dependent on the willingness of each of us to engage ourselves in the course content.
3. The instructor believes in cooperative learning; however, he also believes in academic honesty and integrity. For the definitions of academic honesty, plagiarism, collusion, etc., please see the college catalog under "Academic Honesty". Any student found cheating will receive a WF for the course or a "0" for that assignment (upon the discretion of the instructor). The student may also be reported to the Vice President for Academic Affairs. Cheating on examinations will not be tolerated; nor will plagiarism. If you don't know what constitutes "plagiarism", see the catalog or talk with the instructor. Although a duplication of assignments for separate classes does not come under the definitions or examples of academic dishonesty, department policy dictates that this practice is unprofessional and unethical. Students who turn in work done or previously done in another class will receive a "0" for that assignment.
4. Students desiring to withdraw from this class must do so by midterm.
5. All students will access an e-mail account and will correspond with classmates and course instructor via this method throughout the semester.
6. During this course you will develop several projects that should be considered for inclusion in your portfolio (reaction papers, metaphor and your paper "A Scenario for the Curriculum 2035").
7. Each student will participate in a five week field experience in a public school. See assignments in the course outline section. Perform this assignment with the utmost professionalism.

Attendance:

You are expected to attend every class session and be on time.

Performance Goals

1. Clinical Teaching Assignment. A demonstration lesson will be taught in class with peers as

learners. The lesson, which will last 30 minutes, must include three teaching episodes (warm-up/fitness, lesson focus, closing/ game). Valued at **20%**.

2. Research Article Review and Presentation. Select, read, and react to one article related to middle/ high school physical education instruction (article must be approved by instructor). A written abstract and personal reaction must be submitted. Your article must be presented in class using power point in 12-15 minutes. Classmates will rate your performance. Valued at **20%**.

3. Exams. Two exams will be given throughout the semester. Your average on the two exams will be your grade (e.g., a 90% and a 85% = 87.5%). Valued at **20%**.

4 Field experience. You will spend twice the amount of time allocated for your block teacher education courses in a middle or high school public school. Your role is to assist the physical education teacher in the day-to-day operations of the physical education and health program. Part of your assignment is to compile a portfolio. Your portfolio should contain: a journal, lesson plans, time sheets, evaluations and any other documentation of your experience. Another part of your assignment is to teach a minimum of two classes. Include in your journal a one to two page reflection on your overall lab experience. It is important to think critically and demonstrate reflection of your teaching experience. Valued at **20%**.

5. “ A Scenario for the Curriculum, 2035 A.D.” Write a 3-4 page paper on the future of physical education and attempt to “paint a picture” of what you believe physical education will look like in the middle/ high schools 30 years from now. Select a more appropriate name for the “new” physical education and create an appropriate title for your article. You will be given 5 minutes to present an overview of your vision to your peers. Valued at **15%**.

6. Curriculum Metaphor. Write a one to two page metaphor which clarifies your personal curriculum philosophy Valued at **5%**.

Technology

You will be required to utilize the Internet (e.g., “PE Central” website) as a source for several of your assignments. I also encourage each of you to correspond with me via e-mail.

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	Distinguished	Proficient	Not Proficient
Thesis	Clearly defined and sustained throughout. Topic effectively limited.	Thesis stated. Attempt to limit topic.	Thesis unclear or unidentifiable. No attempt to limit topic.
Development	Topic thoroughly developed throughout with specific examples to support thesis.	Topic developed. General supporting evidence.	Topic not developed clearly. Unnecessary information.
Organization	Highly organized plan with effective transitions. Superior introduction and conclusion clearly relate to whole.	Logical organization, but with inconsistent transitions. Introduction and conclusion relate to whole.	No organizational plan. No attempt to create unity. No transitions.
Research	Four or more qualified sources cited appropriately. Bibliography includes three or more types of sources (books and interviews, for example).	Three qualified sources cited. Bibliography includes two types of sources.	Fewer than three qualified sources cited. Bibliography includes only one type of source.
Mechanics	Superior edition (fewer than four total errors in paper) in the following areas: * punctuation * capitalization * spelling	Careful edition (no more than one error per page) in the following areas: * sentence structure * run on/fragment * verb usage	Careless editing (more than one error per page) in the following areas: * subject/verb agree * pronoun usage * point of view of view * manuscript form