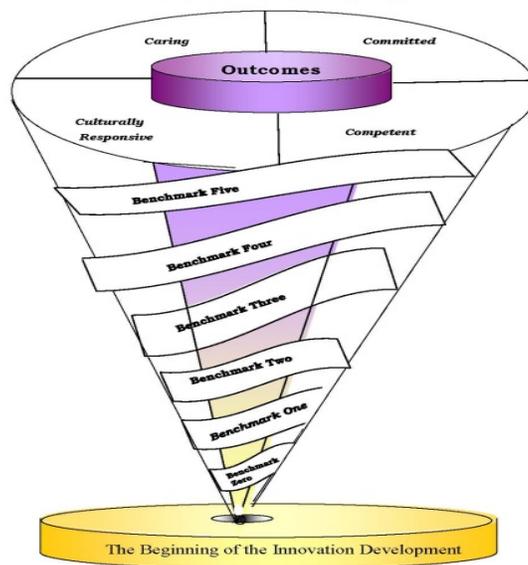


LANE COLLEGE

JACKSON, TENNESSEE 38301

COURSE SYLLABUS

Methods of Teaching Physical Education (PER 339)



Physical Education

Instructor: Dr. Jo Sloan

Office Location: Stone Amenities

Office Hours:

Email: jsloan@lanecollege.edu

Credit hours: 3

Course Meeting Days:

Course Location: HB 212

Phone:

Course Description:

Emphasizes Health and Physical Education activities differentiated according to capacities, needs, interest and development of pupils; study and evaluation of current methods and units of course material; development of program goals, program design and management techniques.

Vision Statement

The Department of Education is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. We strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all.

The organizing theme of the Department of Education is “teachers as innovators”. We strive to help our candidates build and construct new methods, ideas and strategies for meeting the challenging and diverse needs of today’s students.

Student Learning Outcomes for PER 339:

1. To provide opportunities for students to engage in activities that are physically wholesome, mentally stimulating, personally satisfying, and socially sound.
2. To prepare prospective Physical Education majors for employment in the field, including teacher licensure in K-12 Physical Education.
3. To prepare students to become lifelong participants in physical activity.
4. To prepare students to study, take, and pass the Praxis II exam to become certified Physical Education teachers. 15 hours per semester in Teacher Education Computer Lab/Praxis Workshops.
5. To develop a strong knowledge base in all core courses in Physical Education; such as Physiology of Exercise, Kinesiology, Anatomy, Sport Injuries, First Aid, Nutrition and Adapted Physical Education.

OVERARCHING UNIT GOALS

Unit Operations Goals

- Meet state and national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community.

Unit Program Goals

- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.
- Continue to build strong partnerships with stakeholders.

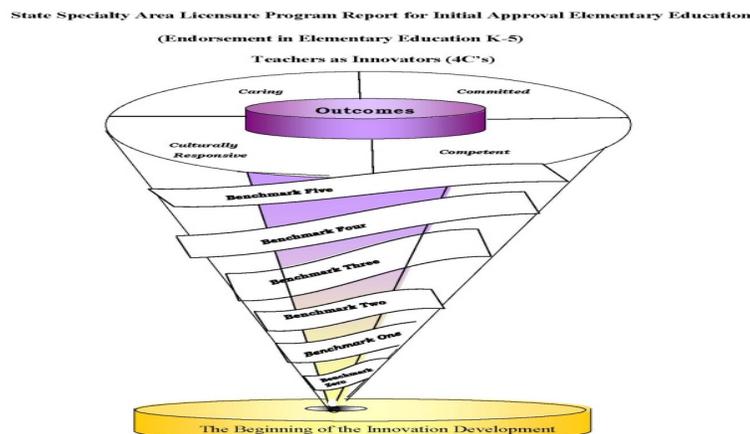
Unit Candidate Goals

- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
- Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
- Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.
- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

CONCEPTUAL FRAMEWORK

Description of the Conceptual Framework

A graphic schema was constructed to incorporate the department of education's Conceptual Framework. The six ribbons in the schema symbolize our benchmarks. Each benchmark provides information regarding how our teacher candidates matriculate through the program. The top of the spiral represents the expectations held by faculty that graduates will be caring, committed, competent and culturally responsive urban educators. The faculty uses the acronym 4C's to refer to the spiral construction model.



21 DOE Proficiencies:

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

A List of Candidate Proficiencies:

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

A committed and culturally responsive educator:

10. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; **(K)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)**
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

A caring educator (dispositions):

15. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended.

Standards:

After completion of this course, teacher candidates will be able to demonstrate proficiency in the following: Interstate New Teacher Assessment and Support Consortium (InTASC) standards, Lane Department of Education (SOE) Conceptual Framework standards, Tennessee Literacy Standards and CAEP K-5 standards:

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)

Standard #5, Standard #6: Assessment, **Standard #8:** Instructional Strategies, and **Standard #9:** Professional Learning & Ethical Practice

CAEP K-6 Standards:

- STANDARD 3—Assessing, Planning, and Designing Contexts for Learning

Tennessee Literacy Standards K-5

- 2.4. Use a range of texts, including print and digital, to provide a wide range of reading choices for students, and incorporate texts that represent students' existing knowledge, interests, and cultural diversity.
- 2.7. Demonstrate the ability to help students participate as knowledgeable, reflective, creative, caring, respectful, and critical members of a variety of literacy communities (e.g., home, classroom, school, workplace, and community), and within globally and digitally connected communities.
- 2.10. Create a physical environment that presents varied language representations (e.g., images, charts, lists, poems) and that provides resources that support students' language and literacy

Standard 4: Assessment and Evaluation

- Educator candidates must understand the different purposes for assessment (e.g., to understand a student's strengths and needs, plan instruction, evaluate learning) as they relate to a range of assessment tools and practice.

Literacy Standards for Middle and Secondary Educator Preparation – Academic as well as Career and Technical Education (Includes all 6-8, 6-12, 9-12, PreK-12, and K-12 endorsements; excluding 6-8 and 6-12 English/Language Arts, Special Populations, and Instructional Leader endorsements)

Candidates will attain and demonstrate a deep understanding of the essential role literacy plays in equipping students to acquire, comprehend, and communicate content-specific information, as represented in the Tennessee Student Academic Standards. The Tennessee Student Academic Standards should be used in conjunction with these educator preparation literacy standards to best support candidates in non-ELA middle and secondary educator preparation programs.

Candidate Focus:

Standard 1 - Candidates will attain and demonstrate a deep understanding of content-specific literacy skills and strategies, and how they apply to content-specific instruction and learning for K-12 students.

Standard 2 - Candidates will understand content-specific academic vocabulary and demonstrate the ability to communicate using vocabulary accurately and effectively.

K-12 Student Focus:

Standard 3 - Candidates will demonstrate the ability to prepare K-12 students to acquire and comprehend information through reading, viewing, listening, speaking, and writing connected to content-specific sources.

Standard 4 - Candidates will demonstrate the ability to prepare K-12 students to effectively engage in communication of content-specific information through reading, viewing, listening, speaking, and writing.

Curriculum Alignment to Department, CAEP, InTASC, and Tennessee Standards Literacy Standards

Course Objectives	DOE Proficiencies	InTASC	Literacy Standards	CAEP K-12	Assessment Artifacts
<p>Visually breaking down an activity</p> <p>Demonstrate appropriate techniques of breaking down an activity</p>	<p>A caring and committed educator uses related terms, concepts, strategies, and ethical practices to make and present current information about methods and techniques of teaching physical activities</p>	5,6,8,9	1-4	1.1-1.5 2.4, 2.7, 2.10	<p>Oral demonstration</p> <p>Biomechanical Analysis</p> <p>Visual Analysis of Activity</p>
<p>Demonstrate a variety of strategies for presenting information for physical activity and sport</p> <p>Demonstrate how to evaluate activities electronically</p>	<p>A competent educator identifies task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and incorporate a variety of electronic information.</p>	5,6,8,9	1-4	1.1-1.5 2.4, 2.7, 2.10	<p>Oral presentation</p> <p>Demonstration</p> <p>Biomechanical Analysis</p>
<p>Identify and address equity issues related to the use of technology, gender, ethnicity, language, disabilities, and student access to technology</p> <p>Demonstrate the use of technology effectively</p>	<p>A culturally responsive educator uses task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.</p>	5,6,8,9	1-4	1.1-1.5, 2.4, 2.7, 2.10	<p>Oral presentation</p> <p>Demonstrations</p> <p>Biomechanical Analysis</p>
<p>Use productivity tools, such as slide shows, posters, multimedia presentations, newsletter, brochure, or report, to create effective documents</p>	<p>A culturally responsive educator communicates information in different formats and for diverse audiences.</p>	5,6,8,9	1-4	1.1-1.5, 2.4, 2.7, 2.10	<p>Visual Analysis</p> <p>Lesson Plan</p> <p>Biomechanical Analysis</p>
<p>Evaluate appropriately students' projects and lessons</p>	<p>A competent educator knows how to plan, organize, deliver, and evaluate instruction for all</p>	5,6,8,9	1-4	1.1-1.5,	Lesson Plan

Course Objectives	DOE Proficiencies	InTASC	Literacy Standards	CAEP K-12	Assessment Artifacts
using formal and informal assessment methods; Conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications.	students that incorporates the effective use of current technology for teaching.			2.4, 2.7, 2.10	Demonstration Biomechanical Analysis

BIOMECHANICAL ANALYSIS

The purpose of this assessment is to assess candidates' evolving skills in understanding learner development and differences, demonstrating and applying content knowledge, and planning for assessment and instruction. CAEP and InTASC standards guided the development of this rubric.

The rubric is primarily used by the faculty who teach methodology and field experience courses and college supervisors who evaluate student teaching. Portions of the lesson plan are introduced at designated stages in the programs, culminating in successful completion of the entire plan. Candidates are expected to achieve at the level 4 of performance at each point of evaluation.

Data from these rubrics are used for every activity and assignment as they work through the content related to the teaching and planning process for instruction. There are courses such PER 231 (Introduction to Physical Education), PER 340 (Physiology of Exercise) PER 327 (Motor Learning and Development) PER 310 (Anatomy for Physical Education and Sport) and PER 331 (Introduction to Kinesiology/Biomechanics) that are the progression courses that must be completed successfully before moving on to the methods courses for teaching Physical Education. The courses that serve as the methods courses for Physical Education are PER 223 (Elementary Games) and PER 339 (Methods of Teaching Physical Education).

As the students are progressing through the core courses and method courses there is continuous evaluation of the courses and the program in order to discuss and evaluate candidates' strengths and needs in planning for instruction and to use the findings of this evaluation in the examination and adaptation of program curricula to improve areas of candidate need.



Attachment # 1 (Karate Side Kick)

An illustration of a karate side. For the purpose of this assignment, you will create your own biomechanical analysis of the movements. You must include the following:

- A description of the actions of 10 designated body parts in chart form (activity, purpose, muscles and conditioning program)
(head, right shoulder, left shoulder, right hand, left hand, trunk/hips, right knee, left knee, right foot and left foot)
- A description of the purposes of those designated actions for the body parts
- A designation of the muscles initiating the action for the designated body parts
- Create a conditioning program for those muscles involved in the designated movements

The following elements need to be included in your biomechanical analysis:

- ✓ A creative and visual image that clearly illustrates your topic
- ✓ Use of the appropriate terminology, actions, muscles involved, sequence of the muscles in unison
- ✓ The biomechanical analysis will highlight the phases as you teach the activity to others

Biomechanical Analysis Rubric

Expectations	Level 1	Level 2	Level 3	Level 4
<p>Knowledge/Understanding: Demonstrates knowledge of key facts, terms, and actions from the biomechanical analysis.</p> <p>Demonstrates an understanding of content from the activity (including specific muscles, motions and coordination of body movements as well as the phases of teaching)</p>	<p>Demonstrates <u>limited</u> knowledge of key facts, terms, and actions</p> <p>Demonstrates limited understanding of content from the biomechanical analysis</p>	<p>Demonstrates <u>some</u> knowledge of key facts, terms, and actions</p> <p>Demonstrates some understanding of content from the biomechanical analysis</p>	<p>Demonstrates <u>considerable</u> knowledge of key facts, terms, and actions</p> <p>Demonstrates considerable understanding of content from the biomechanical analysis</p>	<p>Demonstrates <u>thorough</u> knowledge of key facts, terms, and actions</p> <p>Demonstrates thorough understanding of content from the Biomechanical analysis</p>
<p>Thinking /Inquiry: Use critical/creative thinking skills.</p> <p>Able to think critically and creatively in order to analyze a specific action</p>	<p>Analyzes a specific action with limited effectiveness and limited creativity</p>	<p>Analyzes a specific action with some effectiveness and some creativity</p>	<p>Analyzes a specific action with considerable effectiveness and considerable creativity</p>	<p>Analyzes a specific action with a high degree of effectiveness and a high degree of creativity</p>
<p>Communication: Expression and organization of ideas and information in visual form.</p> <p>Able to communicate the message from the action to others</p>	<p>Communicates the message from the action with limited effectiveness</p>	<p>Communicates the message from the action with some effectiveness</p>	<p>Communicates the message from the with considerable effectiveness</p>	<p>Communicates the message from the action with a high degree of effectiveness</p>
<p>Application: Transfer of knowledge and skills.</p> <p>Able to transfer a specific theme from the action. Able to make the connection between the actions and the significance of the muscles and sequence of the muscles involved to others</p>	<p>Transfers specific message of the analysis with limited effectiveness</p>	<p>Transfers specific message of the analysis with some effectiveness</p>	<p>Transfers specific message of the analysis with considerable effectiveness</p>	<p>Transfers specific message of the analysis with a high degree of effectiveness</p>