

**Location / Time:** LLHLSC Room 205 / 2:30pm-3:45pm

**Semester / Year:** Spring / 2018

**Course Start / End Date:** Tuesday, January 9<sup>th</sup>, 2018 / Thursday, May 3<sup>rd</sup>, 2018

**Professor Name:** Mr. Jordan Nowell, M.A.

**Professor Email:** jnowell@trinitybiblecollege.edu

### **Course Description**

The instruction, practice, and organization of activities for the physical education classroom. Units include, but not limited to; badminton, tennis, golf, and elementary/secondary dance, as well as the measurement and evaluation of the physical education skills and activities.

### **Standards:**

This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:

InTASC:

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 8: Instructional Strategies
- Standard 10: Leadership and Collaboration

ESPB:

- 50025.5f Physical Education
- 08025.1 Content Knowledge
- 08025.6 Planning and Instruction
- 08025.7 Learner Assessment

### **Course Objectives**

Upon completion of this course, the students will be able to:

1. Demonstrate understanding of vocabulary used in activities for the physical educator.
2. Understand the fundamental techniques in various strokes used in the game of badminton, pickleball, tennis, and table tennis.
3. Demonstrate the fundamental techniques used in elementary and secondary dance.
4. Demonstrate social etiquette associated with elementary and secondary dance.

5. Demonstrate strategies used during game play for games and activities for physical education classroom.
6. Demonstrate knowledge of preparation and organization of as safe and effective learning environment.
7. Demonstrate content knowledge through teacher-candidate presentation, written quiz, exams, projects and other assessment pieces.
8. Analyze various methods of assessing skills and activities related to activities for the physical education classroom.
9. Effectively analyze gross motor skills, locomotor skills, manipulative and non-manipulative skills related to activities for the physical education classroom.
10. Research various physical education curricular resources, assessment pieces, and technological tools to implement PE skills and activities within the PE classroom.

### **Institutional Mission Statement**

Trinity Bible College & Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see his love demonstrated.

### **Spiritual Formation Statement**

Students are expected to recognize the connection between physical and spiritual health and ways to direct students toward healthy lifetime habits. Students should realize their godly responsibility to recognize that their bodies are the temple of God and that they need to take care of themselves and develop healthy habits throughout their lifetime. Students should also recognize that they are role models for their students in their physical appearance and habits, academics, and social relationships, as well as in areas of spiritual beliefs and habits.

### **Required Textbooks/Supplies**

Hicks, Lisa, McManama, Jerre, & Urtel, Mark, (2014). Physical Education Activity Handbook (13<sup>th</sup> Ed.) Pearson Education, Glenview, IL. ISBN# 13: 978-0-321-88363-6

### **Course Outline**

1/9	Tuesday	Syllabus
1/11	Thursday	<b>Badminton and Pickleball</b>
1/16	Tuesday	Skill Development
1/18	Thursday	Activity
1/23	Tuesday	Student Adaptation
1/25	Thursday	<b>Floor Hockey and Soccer</b> (Article #1 Due)
1/30	Tuesday	Skill Development
2/1	Thursday	Activity
2/6	Tuesday	Student Adaptation
2/8	Thursday	Test #1
2/13	Tuesday	<b>Wiffleball and Kickball</b>
2/15	Thursday	Skill Development
2/20	Tuesday	Activity
2/22	Thursday	Student Adaptation
2/27	Tuesday	<b>Ultimate Frisbee and Handball</b>

3/1	Thursday	Skill Development	
3/5-3/9 - Go Trip Week			
<b>3/12-3/16—Spring Break</b>			
3/20	Tuesday	Activity	
3/22	Thursday	Student Adaptation	
3/27	Tuesday	Test #2	
3/29	Thursday	<b>Elementary and Secondary Dance</b>	
<b>3/30-4/2—Easter Break</b>			
4/3	Tuesday	Skill Development	
4/5	Thursday	Activity	
4/10	Tuesday	Student Adaptation	
4/12	Thursday	<b>Camping/Outdoor Survival</b> (Article #2 Due)	
4/17	Tuesday	Skill Development	
4/19	Thursday	Activity	
4/24	Tuesday	Student Adaptation	
4/26	Thursday	Discussion/Activity	
<b>5/1</b>	<b>Tuesday</b>	<b>Final Exam 8:30 AM (Test #3)</b>	<b>Room 205</b>

## Methodology

1. Lecture and class discussion
2. Student presentations and participation in cooperative learning activities
3. Review of current literature pertaining to Health and P.E
4. Video/self-reflection evaluations

## Course Requirements

### Assignments

#### **1. Reading, attendance, class discussion and active class participation: (50 pts) (Standards 3 and 6, 08025.1)**

Readings from the assigned text will be the focus for lecture and class discussion as well as for cooperative learning activities. You will be required to participate in various in class activities and some which require outside research which will count for the participation points. Regular class attendance is important and will count against you if you are not present.

**2. Exams: (75 points each/ 225 Pts Total) Due: Test dates provided above.** (Standards 1 and 2) There will be **three** exams. No make-up tests are permitted *except* in the case of an emergency. In the event of a college-related trip or other excused absence, please contact the instructor **BEFORE the scheduled test** in order to take the test before leaving. You may be asked (for points) on some tests, whether or not you have read the assigned materials in preparation for the test.

**3. Create two Physical Education lesson plans and lesson presentations: (100 Total Pts Each: Lesson Plan – 10pts, Teaching – 90 pts) DUE: 4/12/16** (Standard 3, 5, 6, 8, 10, 50015.2f, 08025.6, 08025.7)

**Team sport and skills-based lesson plan:** Students will create an adaptation to a sport of their choosing. They will create a lesson plan and teach the lesson to the class. They will also create a skills-based lesson that would fit in well with teaching students a particular sport or activity. Rubric for assignment will be handed out along with a sign-up sheet

**4. Two Article Reviews: (50 pts each/ 100 pts total) Due Feb. 11 (Elem.)/April 5 (Secondary) (Standards 5, 6, 8, 10, 08025.1)** Review **two** articles, **one for P.E.** in the elementary school and one for P.E. in the secondary school. They must be taken from current (no more than 5 years old) periodicals, professional journals, or internet sites. The articles should be **at least four pages in length** and your paper should include:

- Name, class title, type of review (1 Health/ 1 P.E.)
- **Article citation**, MLA format, grammatically correct
- 3 Pages: (1 ½ Summary; 1 ½ Response) Label each
- Copy of the article
- **\*\*\*If a copy of the article is missing 10 pts will be deducted.**

## Attendance

### Late Work

Work will be due by 11:59pm of the date it is due unless it is a classroom activity. Once considered late, it will not be accepted.

You also need to take the test on the test date. If you need to miss a test date, I need to know before the test. If you fail to show up, without prior warning, you will be docked a letter grade for that test.

## Grading Procedure

A	100-94	C	76.99-73
A-	93.99-90	C-	72.99-70
B+	89.99-87	D+	69.99-67
B	86.99-83	D	66.99-63
B-	82.99-80	D-	62.99-60
C+	79.99-77	F	59.99-0

## Course Breakdown

### Evaluation

Active class participation	_____	50 pts
Exams (3 @ 75 pts each)	_____	225 Pts
2 Article Reviews (50 pts each)	_____	100 Pts
Two Physical Education Lessons	_____	200 Pts
<b>TOTAL</b>	_____	<b>575 Pts</b>

### Bibliography

N/A

### Addendums

InTASC Standards:

**Standard 1:** Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2:** Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3:** Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 4:** Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5:** Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.

**Standard 6:** Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard 8:** Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 10:** Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESPB:

**50015.2f Physical Education** The program requires the study of physical education. Candidates know, understand, and use (as appropriate to their own understanding and skills) human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**08025.1 Content Knowledge** The program requires study of physical education content and disciplinary concepts related to the development of a physically educated person. The teacher candidate studies biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and biomechanical analysis, first aid, nutrition, and injury prevention.

**08025.6 Planning and Instruction** The program requires study of how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards, pedagogical knowledge and application.

**08025.7 Learner Assessment** The program requires study of assessment to foster physical, cognitive, social, emotional development of learners in physical activity, use of various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction.

*This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expresses or implied, and is subject to change without notice.*

**Trinity Bible College & Graduate School**

50 S. 6<sup>th</sup> Avenue  
Ellendale, North Dakota 58436

Phone: 701.349.3621

Fax: 701.349.5786

[www.trinitybiblecollege.edu](http://www.trinitybiblecollege.edu)