

Location / Time: LLHLSC Room 205 / 1:30pm-2:20pm

Semester / Year: Spring / 2018

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

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

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Course Description

A study of the purposes, methods, instructional material, and evaluation techniques in the teaching of elementary physical education and health in grades 1-6. The course provides theory, modeling, and application of instructional strategies to support the healthful living and physical development of elementary students. Content related to basic movement education, games, rhythms, sport skills, legal liability, and safety and decision-making for health are included.

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:

Standard 3: Learning Environments

Standard 5: Application of Content

Standard 6: Assessment

Standard 8: Instructional Strategies

Standard 10: Leadership and Collaboration

ESPB:

50015.2f: Physical Education

Course Objectives

Upon successful completion of this course, the student should be able to:

1. To develop elementary physical education lesson plans that reflect the appropriate NASPE (national) & the state **Standards** and the **cognitive, affective**, and the **psychomotor domains of learning**.
2. To effectively communicate by verbally presenting and teaching from written lesson plans.
3. To understand how physical education activities vary for grades K-6 and to be able to identify what activities are **developmentally appropriate** for each grade level and to effectively **apply content knowledge** through teaching presentations, question and

answer sessions, and through exams from class handouts/power points and the recommended text.

4. To teach lessons from the following content areas: motor learning; fundamental motor skills: locomotor, manipulative, non-manipulative skills; rhythmic movement skills and gymnastic skills; sport skills; fitness components; inclusion; and cooperative learning (in contrast to the traditional competitive context).
5. To work **cooperatively** with the instructor & a peer to complete the tasks assigned by the instructor.
6. To research, implement, evaluate, and reflect upon the integration of the components of a **quality** elementary physical education curriculum.
7. To understand how enhance and maintain an appropriate equipment inventory.
8. To emphasize the safety of the students participating in activities in the physical

education

setting.

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

Thomas, Katherine T., Lee, Amelia M., Thomas, Jerry R. Physical Education Methods for Elementary Teachers (Third Edition). Champaign, Illinois, 2008, Print

Course Outline

1/9	Tuesday	Syllabus
1/11	Thursday	Chapter 1
1/16	Tuesday	Chapter 2
1/18	Thursday	Chapter 3
1/23	Tuesday	Chapter 4
1/25	Thursday	Chapter 5 (Study Guide)
1/30	Tuesday	Test #1
2/1	Thursday	Health Lessons
2/6	Tuesday	Health Lessons
2/8	Thursday	Health Lesson
2/13	Tuesday	Chapter 6

2/15	Thursday	Chapter 7
2/20	Tuesday	Chapter 8
2/22	Thursday	Chapter 9
2/27	Tuesday	Chapter 10 (Study Guide)
3/1	Thursday	Test #2
3/5-3/9 - Go Trip Week		
3/12-3/16—Spring Break		
3/20	Tuesday	Chapter 11
3/22	Thursday	Article Review Day (Health Article Review Due)
3/27	Tuesday	Chapter 12
3/29	Thursday	Chapter 13
3/30-4/2—Easter Break		
4/3	Tuesday	Chapter 14
4/5	Thursday	Chapter 15 (Study Guide)
4/10	Tuesday	Test #3
4/12	Thursday	Notes/Activity
4/17	Tuesday	Notes/Activity
4/19	Thursday	Article Review Day (P.E. Article Review Due)
4/24	Tuesday	After School PE Lessons @ 3:30pm (No Class this day)
4/26	Thursday	After School PE lessons Review
5/1	Thursday	Final Exam 8:30 AM (Test #3) Room 205

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)** 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.** (Standard 1, 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. Collaboratively create two Physical Education lesson plans and lesson presentations: (150 Total Pts: Lesson Plan – 10pts, Reflection Paper – 40 pts, Teaching – 100 pts) DUE: 4/12/16 (Standard 3, 5, 6, 8, 10, 50015.2f)

Team sport and skills based lesson plan: *Students will complete this lesson presentation with a partner.* Each collaborative team (*if possible, an elementary education major will be paired w/ a PE major*) to create a team sport lesson plan to teach a team sport to older elementary age students (4-6) and modify the same lesson to teach a specific age-related skill (s) (**see Objective # 4**) to younger students (K-3). Use the TBC Lesson Plan Format attached to your syllabus. As part of your lesson plan you must find equipment that is *suitable* for use in your game. The equipment should be **safe, durable and functional**. The game **you create** should be team oriented and be creative and skill based. Meet w/ your instructor to discuss your lesson before teaching it to the class, as changes may need to be made. Each lesson should be geared towards a 20 - 30 minute class period, and will be taught to elementary school children in the gymnasium. The lessons will take place after school from 3:30 – 5:00. You will be responsible for arranging for the student's participation. A copy of your lesson plan should be given to your instructor prior to presenting your lesson to the class. A copy of the rubric for this lesson is included in the syllabus; turn it in when you present your lesson. Write a 1 ½ - 2 page typed reflection paper using your "How to Teach a Lesson Checklist" and answer the "After Teaching Reflection" as a guide. Turn the checklist in along with your paper within 2 days of teaching your lesson.

4. Two Article Reviews: (50 pts each/100 pts total) DUE: Feb. 11 (Health)/ April 5 (P.E.) (Standards 5, 6, 8, and 10) Review **two** articles, **one for P.E.** in the elementary school and **one for Health** in the elementary 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 8 pts will be deducted.**

5. Classroom Based Health Lesson: (150 Pts Total: Lesson Plan – 10pts, Reflection Paper – 40 pts, Teaching – 100 pts) Due: Sign up will be passed around. Dates marked in Course Outline. (Standard 3, 5, 6, 8, 10, 50015.2f)

The student will select and research an age appropriate health-related topic and then develop a health lesson for their selected grade level. The lesson shall include the following aspects: physical, *social, mental, and emotional*. You will also provide an

integrated unit proposal to go along with this lesson (You will be given the information.) Follow the TBC lesson plan format, which is attached to the syllabus. This is in line with the TLC format. The lesson should be geared towards either a 30-40 minute (primary level) or a 40-50 minute (intermediate level) time period. **Each student will be teaching a lesson** to the class (which will also include age appropriate children). Upon completion of teaching the lesson, each student shall write a 2-3 page paper about your lesson and turn them in within 2 days of your teaching.

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
Game Presentation (to children)	_____ 150 Pts
2 Article Reviews (50 pts each)	_____ 100 Pts
Health Lesson- Unit overview	_____ 150 Pts
Two Physical Education Lessons (Partners)	_____ 200 Pts
TOTAL	_____ 875 Pts

Bibliography

N/A

Addendums

InTASC:

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 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.

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.

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