

**Mayville State University**  
**DIVISION OF**  
**HEALTH, PHYSICAL EDUCATION & RECREATION**  
**COURSE SYLLABI**

**Course Number and Title: EDUC 482/EDUC 398: Secondary Methods in Health and Physical Education**

**Semester Hours: 2/1**

**Semester: Fall 2018**

**Days/time: Tuesday 8:00am-12:00pm/teacher observation and**

**Instructor: Scott Parker**

**Instruction mode: On-campus face-to-face**

**Hours of availability: see schedule outside office**

**Email: [scott.b.parker@mayvillestate.edu](mailto:scott.b.parker@mayvillestate.edu)**

### **COURSE DESCRIPTION**

Education 482/398 is an educational class combining Educ 482, Secondary Methods in Health and Physical Education and Educ 398, Secondary Education Field Experience. The physical education student will spend 8 weeks in the classroom and 4 weeks interning at a local school. This class is designed to assist the upperclassman (Junior - Senior) in preparing to develop techniques and strategies in teaching physical education and health.

### ***WHY AM I TAKING THIS COURSE?***

### **PURPOSE OF THE COURSE**

Education 482 involves instruction in teaching styles, strategies, and techniques for physical education activities at the junior and senior high school levels. In addition to a study of curriculum design and development, techniques of classroom management, the course includes micro-teaching. Emphasis will also be placed on “Physical Best” – integrating fitness and wellness into regular physical education programs. Education 398 provides a meaningful intern field experience before student teaching. The candidate for a physical education or health degree will be prepared to assume the responsibilities of student teaching with a confident attitude of success.

### **CONCEPTUAL FRAMEWORK:**

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document ‘Conceptual Framework’

### **COURSE OBJECTIVES (Including references to INTASC Standards applicable to your course)**

Students will be able to:

1. Identify the qualities and characteristics that a good Health & PE teacher must develop in order to be the best at his/her occupation. (INTASC 1-10)

2. Explore the goals of teaching PE/Health and the kinds of activities that are needed to teach in order to achieve these goals. (INTASC 1,2, 4, 7)
3. Develop lesson plans appropriate to teaching an activity unit to high school & middle school students. This lesson plan development will fit the needs of the students, accomplish the goals of Health & PE, and correspond accurately to the curriculum guideline that has been set down by the school district. The National and State P.E. and Health standards will be reviewed. (INTASC 2,3,4,5,6,7,8)
4. Establish adaptations to lesson plans in order to support the needs of diverse learners (INTASC 2)
5. Explore how to communicate with students in such a way that class discipline is established in a positive manner and students stay on task because they are motivated to do so by the instructor's expertise in discipline and motivation. (INTASC 2,3,4,5,6)
6. Discuss essentials to good class management and organization. (INTASC 3,5)
7. Discuss evaluation & assessment procedures dealing with grading. (INTASC 8,9)
8. Practice effective teaching styles, strategies, and techniques that have been presented in this class. (INTASC 1, 3,4,5)
9. Investigate the laws governing liability in Physical Education and Health. (INTASC 5,9,10)
10. Develop a physical education/health teaching philosophy statement (INTASC 1,2,7).

## **HPER STUDENT LEARNING OUTCOMES (SLO).**

**SLO # 1** – Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.

**\*\*SLO #2** – HPER students will effectively communicate through a variety of methods with a discipline specific population.

**SLO #3** – HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.

**SLO #4** - HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement

**Secondary Professional Education SLO #3:** Students will apply effective verbal and non-verbal communication, multi-media, computers, and current technology in educational settings.

HPER SLO #2 and Secondary Education SLO #3 will be used in this course to assess students as they teach a lesson plan that they have created.

**COURSE IMPROVEMENTS Based on Most Recent Assessment Findings:** \*\*During the course of developing and teaching a lesson, the students will concentrate on doing a better job of introducing the lesson and closing it.

## **REQUIRED TEXT BOOKS:**

*Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide by NASPE, 2011. (3<sup>RD</sup>)*

*PHYSICAL BEST ACTIVITY GUIDE FOR MIDDLE & HIGH SCHOOL LEVELS BY NASPE- (3<sup>RD</sup>)*

*FITNESSGRAM & ACTIVITYGRAM,, 4<sup>TH</sup> . HUMAN KINETICS*

## **INSTRUCTIONAL STRATEGIES**

Cooperative Learning Activities

Class Discussions

Micro-Teaching

Journal/Portfolio

Written and Oral Communication Tasks

## **INSTRUCTIONAL TECHNOLOGIES utilized in this course:**

- Blackboard – MSU’s learning management system and virtual class environment
- Pexip
- Skype for Business
- Tegrity
- IVN
- Hoonuit

## **LEARNING EXPERIENCES:**

Through the following teaching experiences and special projects you will get a great deal of hands on work with your professional training as a teacher.

1. Attend class. This is a four hour class – Please notify the professor prior to any absence.
2. Participate actively in cooperative learning activities and class discussion
3. Teach a physical education or health lesson to your peers.
4. Create class presentations with a lecture type format and power point presentations.
5. Develop a portfolio.
6. Participate in a 4 week field experience at a local school. You will journal this experience.
7. Design an activity unit plan which will include 5-7 lesson plans.
8. Develop a HPER philosophy statement.
9. Incorporate technology into a physical education/health class.
10. Develop a syllabus for a school physical education or health program
11. Apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in education settings.

## **EXPECTATIONS/PROTOCOL:**

1. Students must dress to participate in whatever activity is being taught that day. Street shoes of any type will not be allowed. **Please have footwear that is used only in the building.**
2. Students must be prepared for all classes.
3. At the onset of class, close your computers. You will directed if/when it is appropriate to use them
4. Cell phones shall be turned off.
5. Head sets are not allowed in class.

## **INSTRUCTOR/STUDENT COMMUNICATIONS:**

1. Students are accountable for all academic communications sent to their Mayville State University email.
2. Students can expect an email response time of 48 hours during the week.
3. Preferred method of communication is face to face or emails.

## **METHODS OF EVALUATION/GRADING**

(Grades are based on total points)

1. Attendance - you are expected to be in class every day. You are expected to attend all field experience sessions at the school or site assigned to you. Please notify the professor prior to your absence.  
**Remember this class is 4 hours long—any misses means you have missed 4 class periods.**
2. Micro-teaching assignments

3. Written assignments and reading assignments
4. Portfolio (3 ring binder) – organized in units of class discussion
5. HPER Philosophy statement.
6. Active participation in cooperative learning activities and class discussions
7. Activity Unit
8. National Standards and Introductory activities added to Golf Lesson plan

### **Grade Distribution**

1. Grading Scale:
  - A = 90%
  - B = 80%
  - C = 70%
  - D = 60%
  - F = below 60%
2. Points and/or grades may be awarded for any/all work assigned and submitted.
3. A quiz may be given at any time.
4. Tests and quizzes may not be made up if absence is unexcused and prior arrangements are not made for make-up in the case of an excused absence
5. Any and all work submitted must be of upper level college quality to be acceptable for grading.

**LATE ARRIVALS:** The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments but the student is still responsible for learning the course material that was covered during their initial absence.

### **DIVERSITY OBJECTIVES:**

1. Recognize assets and needs of diverse learners
2. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner.
3. Exhibit respect, openness and value of diversity across the spectrum of differences.

**ASSUMPTION OF RISK:** There are many special benefits from the activities being offered to students by the Division of HPER. Within the activities it must be understood that there are dangers that may lead to injury to students. Therefore, the purpose of this section is to make all students aware that dangers do exist and that participation is done with the understanding that risks are involved. It is to be further understood that students must share in the responsibility for their own safety and the safety of others.

### **STUDENT CLASSROOM COMPUTER USAGE:**

Students have the privilege to use a Tablet PC or computer in the classroom for academic purposes. This privilege can be revoked as deemed appropriate by the professor teaching the course. On occasion, the professor may require the use of the computer to cease based on course content for the instructional period

### **IMPORTANT STUDENT INFORMATION:**

In the Moodle course, you will find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency

- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

**Course Timeline/Schedule:**

See Blackboard for an updated timeline for the course.

**BIBLIOGRAPHY**

- Darst. P. & Pangrazi,P. (2012). *Dynamic Physical Education for Secondary School Students* (7<sup>th</sup> ed.). San Francisco, CA: Benjamin Cummings.
- Darst P. & Pangrazi P. (2009). *Instructor’s Manual and Test Bank for Dynamic Physical Education for Secondary School Students* (6<sup>th</sup> ed.). Pearson/Benjamin Cummings.
- Doolittle S. & Fay T. *Authentic Assessment of Physical Activity for High School Students*. NASPE
- Fronske, H. *Teaching Cues for Sport Skills for Secondary School Students*. (3<sup>rd</sup> ed). San Francisco.CA: Benjamin Cummings
- Lambert, L. (2007).*Standards-Based Assessment of Student Learning* (2<sup>nd</sup> ed). NASPE
- Meeks, Heit, Page. (2010). *Comprehensive School Health Education* (6<sup>th</sup> ed). Boston: McGraw Hill
- NASPE. *Moving Into the Future, National Standards for Physical Education*, (2<sup>nd</sup> ed).McGraw- Hill.
- NASPE. *101 Tips for Beginning Teachers of Physical Education*. Pamphlet.
- Sanderson, Zelman. (2015). *Comprehensive Health*. Tinley Park, Ill: Goodheart-Willcox Co, Inc.
- Tannehil, D., Lund, J. (2010). *Standards-Based Physical Education Curriculum Development*. 2<sup>nd</sup> Ed. Sudbury, Ma: Jones & Bartlett.
- Winnick, J & Short, F. (1999). *The Brockport Physical Fitness Test Manual*. Champaign, IL: Human Kinetics.