

KSPE 7140
Physical Education for Teachers
3 Semester Hours

College of Education
Valdosta State University
Department of KSPE
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

Course Information

No Text Required

Suggested Readings

Kovar, S.K., Combs, C.A., Campbell, K., Napper-Owen, G., & Worrell, V.J. (2009). *Elementary classroom teachers as movement educators*. New York: McGraw-Hill, 4th ed.

<http://www.emc.cmich.edu/BrainBreaks/default.htm>

<http://www.eatsmartmovemorenc.com/Energizers/Texts/K-5 Energizers.pdf>

<http://www.braingym.com/index.html>

<http://www.nflrush.com/play60>

<http://www.take10.net/>

COURSE DESCRIPTION

Examines the growth and developmental patterns of children and how physical education programs and activities are developed for students' preschool through grade eight. This course also focuses on how the physical education program integrates with the total school program and curriculum.

Course Prerequisites:

Successful completion of ECRE 2999 and admission to the teacher education program in the College of Education at Valdosta State University are prerequisites for this course.

COE Conceptual Framework: Standards

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

VSU GENERAL EDUCATION OUTCOMES

3. Students will use computer and information technology when appropriate.

4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.

Course Objectives (CO):

1. Demonstrate various approaches and methodologies for teaching health and physical education in the elementary and middle schools (GA-VSU-CFS-I, II, III).

2. Show the value of health and physical education in the total school curriculum (GA-VSU-CFS-I, II, III, V).

3. Organize and plan elementary and middle school health and physical education lessons and units of instruction (GA-VSU-CFS-I, II, III, IV, V, VI).

4. Demonstrate the advantages of using homemade equipment and "junk" material to supplement and reinforce his/her teaching objectives (GA-VSU-CFS-I, II, III, V).

5. Identify the implications of special populations and multicultural lifestyles, values, and family units in the planning of health and physical education instruction (GA-VSU-CFS-I, II, III, IV, V).

6. Identify current health problems of students within the classroom and know the appropriate agencies to which these problems can be referred (GA-VSU-CFS-I, II, III, V, VI).

7. Identify community resources/agencies to enhance the health and physical education program (GA-VSU-CFS-I, II, III, V, VI).
8. Evaluate their own health status and set goals for improvement of their own health behaviors (GA-VSU-CFS-I, VI).
9. Describe major contemporary health issues and trends in public school education with a particular focus on Georgia (GA-VSU-CFS-I, II, V).

Course Activities/Assignments/Requirements

1. Students are expected to dress appropriately for activities in class.
2. NO MAKE-UP TESTS WILL BE GIVEN.
3. Assignments and projects are due at the beginning of class on the date assigned. Late work will result in a zero.
4. All material turned in to the instructor must be typed and in APA format.
5. For this class you will need to check your VSU e-mail account daily.
6. Cell phones must be turned off unless instructor has given permission in emergency situations.

Course Assignments:

1. Learn the following skills: (a) juggle three objects and (b) jump roping.
2. Students will develop one physical education **Lesson Plan** (we will discuss how to do this in class). This will be taught to the class.
3. Develop a **notebook** of physical activities and/or games appropriate for elementary-age students. The notebook must include activities from each of the following areas: (1) *classroom activities*, (2) *fitness games*, (3) *rhythms and dance*, and (4) *group activities (cooperation games)*. You must have at least 20 different activities (at least 5 in each category). You should type each game/activity as outlined in the ppt given during class.
4. Locate and summarize **two articles** from refereed sources concerning a health and/or physical education topic related to elementary-age students (obesity, gangs, drugs, diabetes, asthma, suicide, anorexia, NASPE standards, etc). You will find an example of an article critique under your class on my web page. Please be ready to speak about pros/cons of your articles the day they are due.
5. Class participation. All students are expected to: attend class, be on time, do not leave early, and participate in **all** class activities. Be dressed for activities everyday and wear tennis shoes.
6. There will be **two exams** (1 midterm and 1 final)
7. Students will visit 10 different sites on the **web** related to physical education, health, and/or fitness. Students will write a short paragraph summarizing what each site has to offer. Try to locate interactive websites for elementary students to use in your classes.
8. Completion of the assigned **Health Project**.

9. Completion of the course *SOI* evaluation in Banner.

10. Complete a *Biography* of self.

Course Evaluation and Grading Scale

Evaluation:

Exams (2 @ 100 points each)	200
One 4-point Lesson Plan	100
Websites/summaries	100
Notebooks	100
4-point Activity Presentation	100
Article summaries (2 @ 50 points each)	100
Participation	100
Biography	50
SOI	50
Health Presentation	100
Total	1000

Grading Scale:

A = 90-100 points

B = 89-80

C = 79-70

D = 69-60

F = 59 or below

Attendance Requirements: Students are expected to attend class and participate in all class-related activities. Students will be responsible for making up any class work or assignments missed or the grade will result in a zero. Students can only miss a maximum of 20 percent of the scheduled class meetings without penalty. After the maximum number of absences allowed, the student's final grade will be an "F." There are NO excused absences. Remember, missing one day is the equivalency of missing three class meetings.

Policy Statement on Plagiarism and Cheating

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Instructor Information

Dr. Sonya Sanderson
Office 170, PE Complex
229-333-7170

slsanderson@valdosta.edu

<http://coefaculty.valdosta.edu/slsander/>

Office Hours: By appointment only.