

**KSPE 7180**  
**Interdisciplinary Physical Education**  
**3 SEMESTER HOURS**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of KSPE**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
**(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.

**REQUIRED TEXTBOOKS**

Cone, T.P., Werner, P., & Cone S.L., *Interdisciplinary Elementary Physical Education (2<sup>nd</sup> ed.)*. Champaign, IL: Human Kinetics, Inc.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

Other course readings will be located online through the Blazeview website.

**Online Resources:**

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview.

Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>

- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

## **COURSE DESCRIPTION**

An in-depth study of the fundamentals of interdisciplinary physical education programs, including interdisciplinary teaching models used for organizing content, collaborating with others, and creating meaningful activities that impact student learning in physical education.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)** (identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators 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:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

## **COURSE OBJECTIVES (CO):**

Each student should be able to:

- 1) Gather and analyze information that leads to an in-depth knowledge of the subject matter.
- 2) Engage in discussions with students and professor in order to demonstrate familiarity with and mastery of course content
- 3) Identify resources to support the development of learners in the areas of math, science, language art, social studies, and the arts in physical education.
- 4) Utilize performance standards to design appropriate lessons in P-12 schools for math, science, language art, social studies, and the arts in physical education.
- 5) Videotape lessons with math, science, language art, social studies, and the arts lessons and standards across the physical education curriculum.
- 6) After teaching interdisciplinary lessons students will analyze one's teaching and describe the strengths and weaknesses through a self-reflection.

- 7) Continually select plans and evaluates curriculum to ensure a sensible, properly structured, positive physical education program that meet students' needs and results in student learning
- 8) Explain the advantages and disadvantages of interdisciplinary teaching
- 9) Identify and describe the benefits math, science, language art, social studies activities for learners in physical education.
- 10) Identify and describe the use of different models of Interdisciplinary teaching

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

**Homework Assignments:** Homework assignments for this class will include a) justification paper on the importance of interdisciplinary learning, b) Discussion Boards researching math, language arts, science, social studies, and art interdisciplinary ideas for implementing into physical education classrooms, c) electronic interdisciplinary notebook and d) reaction papers to readings.

**Lesson Planning** – Students will be required to plan developmentally appropriate interdisciplinary lessons (math, science, language arts, social studies, and the arts) using physical education teaching methods with K-12 learners.

**Teaching:** Students will videotape themselves implementing developmentally appropriate interdisciplinary lessons (math, science, language arts, social studies, and the arts) using physical education teaching methods to K-12 learners. Lessons taught will be assessed for effective teaching skills.

**Reflections:** After each interdisciplinary lesson (math, science, language arts, social studies, and the arts) students will complete self-reflections and an advanced teacher observation on their teaching experiences with K-12 learners.

**Major Test:** Students will be given a final exam dealing with application of cognitive concepts. Final exams will cover material from required **readings, lectures, and class discussions**. All tests must be taken in class on the **scheduled date**.

### **NCATE Standards**

- 1a. Knowledge of content in movement and pedagogy.
- 1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).
- 1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.
- 2a. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment and long- and short-term outcomes/goals.
- 2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.
- 2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.
- 2d. Teaching reflects systematic inquiry about the practice and the learners served.

### **Course Expectations**

1. **Course Syllabus** – *It is the responsibility of each student to read this syllabus in its entirety. This is the agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.*

2. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
3. Have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered.
4. Have the technology needed to complete class assignments (internet, computer, Livetext, video camera, tripod, etc.).
5. Complete all reading assignments and PowerPoint's in order to participate in on-line discussions.
6. Complete and post on-line all word processed class assignments in a timely manner.
7. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).
8. **Written Exams** – Quizzes/Exams will cover material from required **readings, lectures, and class discussions**. All tests must be taken on the **scheduled date**.
9. **Makeup work/Alternate Assignments:** Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

### **COURSE EVALUATION**

**Evaluation-** will be conducted impartially and will be based on your ability to: (a) adhere to directions when completing assignments, (b) demonstrate comprehensiveness when completing assignments, (c) contribute insightfully to class discussion, and (d) develop as a professional.

Homework	30%
Lesson Plans	20%
Teachings	15%
Self-Reflections	15%
Final Exam	20%
Total	100%

### **GRADING SCALE**

- 90 - 100 % = A
- 80 - 89 % = B
- 70 - 79 % = C
- 60 - 69 % = D
- < 60 % = F

### **ATTENDANCE POLICY**

Students, who do not log into the class within the first two days, will be withdrawn from the course. It is expected that students will check the course website every Monday morning, if not daily, in order to see what is expected for the week. Students should check their email daily. If you use another e-mail account more frequently is recommended that you forward VSU email, if necessary, to avoid missing any important e-mails from your professor

### **PROFESSIONALISM**

It is expected that all students are enrolled in this class for serious educational pursuits and that their conduct will preserve an atmosphere of learning.

Students will:

- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Communicate in ways that convey respect and sensitivity.

### **Drop Policy**

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

### **ACADEMIC INTEGRITY**

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

#### **Writing/Grammar Competencies**

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. If you need assistance with your writing skills, help is available from the Writing Center on campus. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

#### **Course Requirements and Assignments**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

#### **Diversity**

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

#### **Technology**

As part of our conceptual framework, the College of Education is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

- Backup your work on more than one disk.

\*\*\*\*Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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 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 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 Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
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."

## **ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans

Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **INSTRUCTOR**

Name: Dr. Susan Hagood

Office Number: PE Complex Room 173

Telephone Number: 229-333-7148

Email Address: [syhagood@valdosta.edu](mailto:syhagood@valdosta.edu)

Office Hours: Posted on office door. At times due to staff meetings, research, and/or student teaching observations I may be out of the office during certain office hours. The best way to schedule a meeting with me would be to make an appointment by e-mailing [syhagood@valdosta.edu](mailto:syhagood@valdosta.edu). Students might consider an alternative method of contact as I am on Skype.

### Tentative Outline

Week/Topic	Homework
Week 1 Course Introductions	*Read Interdisciplinary Articles *Reaction Paper – Teaching academics in PE *Discussion Board
Week 2- Interdisciplinary Curriculum in PE: Possibilities and Problems	Read Chapter 1 Justification Paper
Week 3 – Connected, Shared, and Partnership Models Discuss Interdisciplinary Electronic Notebook	Read Chapter 2
Week 4 – Successful Interdisciplinary Teaching	Read Chapter 3 Discussion Board - Math
Week 5 – Active Learning Involving Mathematics	Lesson Plan Mathematics Video teaching of Mathematics
Week 6 –Interdisciplinary Mathematics Teaching	Read Chapter 4 Discussion Board - LA Self-Reflection Mathematics & ATOI - Livetext
Week 7 – Active Learning Involving Language Art	Lesson Plan Language Art Video teaching of Language Arts
Week 8 – Midterm Exam	
Week 9 - Interdisciplinary Language Art Teaching	Read Chapter 5 Discussion Board -Science Self-Reflection Language Art & ATOI - Livetext
Week 10 – Active Learning involving Science	Lesson Plan Science Video teaching of Science
Week 11 - Interdisciplinary Science Teaching	Read Chapter 6 Discussion Board -SS Self-Reflection Science & ATOI - Livetext
Week 12 – Active Learning involving Social Studies	Lesson Plan Social Studies Video teaching of Social Studies
Week 13 - Interdisciplinary Social Studies Teaching	Read Chapter 7 Discussion Board -Arts Self-Reflection Social Studies & ATOI - Livetext
Week 14 –Active Learning involving the Arts	Lesson Plan Arts Video teaching of using one of the Arts
Week 15 - Interdisciplinary Arts Teaching	Self-Reflection Arts & ATOI - Livetext Interdisciplinary Electronic Notebook
Week 16 -	* Final *Field Placement Paperwork - Livetext



## REFERENCES: INTERDISCIPLINARY LEARNING

### Critical Thinking / Literacy

- Ballinger, D., & Deeney, T. (2006). Physical educators as teachers of literacy. *Journal of Physical Education, Recreation and Dance*, 77 (5), 18-23.
- Block, B. (2001). Literacy through movement: An organizational approach. *Journal of Physical Education, Recreation and Dance*, 72 (1), 39-48.
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- Costa, A. (2008). The thought-filled curriculum. *Educational Leadership*, 65 (5), 20-24.
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- Marzano, R. (2009). Six steps to better vocabulary instruction. *Educational Leadership*, 67 (1), 83-84.
- Marzano, R. (2009). Helping students process information. *Educational Leadership*, 67 (2), 86-87.
- Noddings, N. (2008). All of our students thinking. *Educational Leadership*, 65 (5), 9-13.
- Roberts, T., & Billings, L. (2008). Thinking is literacy, literacy thinking. *Educational Leadership*, 65 (5), 32-36.

### Miscellaneous Topics

- Aldrich, K. (1994). Balance, not dominance: The three R's are not enough. *Journal of Physical Education, Recreation and Dance*, 65 (3), 57-60.
- Armstrong, T. (1994). Multiple intelligences: Seven ways to approach curriculum. *Educational Leadership*, 52 (3), 26-28.
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- Buchanan, A., Howard, C. et al. (2002). Integrating elementary physical education and science: A cooperative problem solving approach. *Journal of Physical Education, Recreation and Dance D*, 73 (2), 31-36.

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