EDU 350-02    Physical Education Methods    Spring 2010    One Credit
Class:    Tuesday & Thursday 9-11 am    Wheeler 209

Instructors: Mary Skerik and James Skerik
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Hours: 11 - 12 Tuesday and Thursday


http://www.pecentral.org/  Teacher resources; materials; lesson plans

Course Goal: Pre-service teachers develop appropriate tools, tactics, and strategies for teaching physical education/health in the classroom. Information provided, skills taught, technology used, and experiences shared will serve to build confidence in beginning teachers.

Course Objectives: By the end of this course, pre-service teachers will be able to:

1. Understand that physical education has a purpose, and that it is essential to accomplishing overall educational goals.
2. Understand the importance of creating a learning environment to encourage students to develop and sustain a physically active lifestyle and practice good health and nutrition.
3. Employ the principles of developmentally appropriate practices and developmental readiness as applied to activity selection.
4. Demonstrate the ability to effectively integrate movement into the classroom.
5. Identify methods for creating a safe environment focused on learning in elementary physical education.
6. Address the needs of diverse learners making necessary adaptations.

Grading and Evaluation:
25% Discussions; participation; attendance
25% Resource guide for health, nutrition, occupational and physical therapy
25% games/simulations created for an integrated lesson (2)
20% Classroom assignments; web assignments
5% Final exam

Accommodations:
If you require any academic or medical accommodations, you must contact Judi Holevatz, Disabilities Coordinator, at 682-1340 or Ponzio Room 206.

Assessment Scale in Percentages:

A  100-93    A-  92-90
B+  89-87    B  86-83    B-  82-80
C+  79-77    C  76-73    C-  72-70
D+  69-67    D  66-60    F  <60
**Expectations and course ethics:**

This is a pre-professional course. It is expected that people conduct themselves in a professional manner. Please be aware of due dates. Notify us by phone or email if you will be absent. Please read the assigned readings for each class so that we can have productive discussions. Due to concerns for privacy and confidentiality, please do not bring recording devices, cell phones, etc. to class. If you use other people’s work, give them credit.

**NOTE:** The instructors reserve the right to modify the course syllabus and calendar as necessary.

**Weekly Outline Spring 2009 Physical Education Methods**

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Apr. 28</td>
<td>Syllabus; introduction; NASPE position paper</td>
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<tr>
<td>Day 2</td>
<td>Apr. 30</td>
<td>standards; philosophy; Brain Gyms-OT/PT connections; adaptations</td>
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<tr>
<td>Day 3</td>
<td>May 5</td>
<td>Brain Gyms; Integrating PE with Math</td>
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<td>Day 4</td>
<td>May 7</td>
<td>Integrating PE with Science</td>
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<td>Day 5</td>
<td>May 12</td>
<td>Integrating PE with Social Studies</td>
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<td>Day 6</td>
<td>May 14</td>
<td>Integrating PE with Literacy</td>
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<td>Day 7</td>
<td>May 19</td>
<td>Health and nutrition; school nurse; head cook; middle school physical education</td>
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<tr>
<td>Day 8</td>
<td>May 21</td>
<td>Presentations of resource guide and adaptations</td>
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