Methods and Materials of Physical Education  (Spring, 2017)  Dr. Pamela Pinahs-Schultz  
PE 353 (4 credits)  Office: Charles House 302  
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Prerequisite:  
Application to TEP Program  
PE 120, Fundamental Growth, Development, and Motor Learning  
PED310 Elementary Sports  
PE 311, Team Sports  
PE 312, Individual and Dual Sports  
Education 203, 210, (304) 311

Text:  
Wisconsin’s Model Academic Standards for Physical Education, by Wisconsin Department of Public Instruction, (2010)  
SHAPE Grade Level Outcomes  
(http://www.shapeamerica.org/standards/pe/upload/GradeLevelOutcomes_K12PE.pdf)  

Course Description:  
This course is designed to introduce to the student general principals and methods of physical education, which are common at the elementary and secondary levels prior to the student teaching experience. This course is designed as the final major field capstone and will, additionally, provide opportunities for students to demonstrate mastery of major objectives in multiple media. Students will be exposed to instructional strategies, materials, teaching aids, preparation of equipment, curricular evaluation, and other related techniques.

Learning Objectives  
1. Demonstrate knowledge and understanding of effective physical education teaching techniques and utilizing/implementing these techniques in the actual physical education environment.  
2. Demonstrate knowledge and understanding of numerous teaching styles and when to use particular styles of instruction with specified physical education activities.  
3. Demonstrate knowledge and understanding of common public school factors which affect physical education planning practices.  
4. To identify and demonstrate knowledge and understanding of evaluative techniques used in identifying needs, current status, improvement, and performance of students.
5. Demonstrate knowledge and understanding of the role of physical education, the role of the teacher, and the role of the learner and learning.

6. Demonstrate knowledge and understanding of purposes, goals, objectives, and the relationship between each.

7. Demonstrate knowledge and understanding of unit and lesson planning.

8. Demonstrate knowledge and understanding of physical education legal liabilities, ethical issues, and effective classroom management.

9. Demonstrate knowledge and understanding of public relations--ideas for motivating students, families, teachers, administrators, and the community.

10. Demonstrate knowledge and understanding of scheduling and administrative organization, policies, and procedures related to physical education.

11. Demonstrate knowledge and understanding of educational research and practices related to curriculum development, implementation, and evaluation.

Assessment/Evaluative Techniques:
The following assessment/evaluation activities will be utilized in order to determine to what extent students have fulfilled the various course objectives:

• Students will have a minimum of two cognitive exams in order to measure aspects of Objectives 2, 3, 4, 5, 6, 8, and 11. (20%)

• Students will provide written and oral demonstration, in the form of papers/projects, and discussion/participation for Objectives 1, 6, 8, 9, 10, and 11. (15%)

• Students will prepare multiple unit and daily lesson plans to include assessment, electronic information, and presentation software that will be evaluated by both instructor and peers in a laboratory setting for Objectives 1, 2, 9, 10, and 11. (40%)

• Students will work in teams to develop a comprehensive curriculum based on the NASPE national guidelines for presentation to a school board for Objectives 1, 3, 4, 6, 7, 8, and 11. (20%)

• Students will complete a resume and include this with other required components for the development of a portfolio. This portfolio is designed to represent both summative and formative development of the major prior to student teaching. Ultimately, this portfolio will include student teaching material and will be used during the interview process. Objectives 1-11. (5%)

• Students will join WAHPERD and attend this conference or related professional development conference, which will provide both current practical professional experience and an opportunity to network with other professionals in the field. Substitutions for this requirement are allowed for extenuating circumstances. Objective 5

• Attendance, participation, and professionalism are expected and required. Individuals not meeting these criteria will be penalized.

• Late assignments will be penalized one letter grade per day.
The instructor and the College reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Statement on Academic Integrity:
The Carroll University Academic Integrity Policy is located in your student handbook (pages 17-22). (http://www.carrollu.edu/studentlife/handbook.pdf). Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course.

Accommodations for Disabilities:
Students with documented disabilities that may need accommodations, or any student considering obtaining documentation should contact Martha Bledsoe at the Walter Young Center no later than the first week of class. She can be reached by calling 524-7335 or contacting her via email at mbledsoe@carrollu.edu. I will make the appropriate accommodations once I receive notification.