

Minnesota State University Moorhead

PE 361: Secondary Methods in Physical Education

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

PE 191 - Activities Course: Dance AND PE 192 - Activities Course: Gymnastics AND PE 193 - Activities Course: Elementary School

Corequisites: None

MnTC Goals: None

This course is designed to prepare students to effectively teach physical education activities to student in grades 7-12.

B. COURSE EFFECTIVE DATES: 06/01/1995 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. List program objectives and recognize the distinct contributions of physical education.
2. Use a variety of media and educational technology to enrich learning opportunities.
3. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
4. Write and define policies and procedures that will guide their physical education program.
5. Apply individualize and personalize programming within a quality program framework and how this relates to students reaching their personal goals.
6. Define and provide practical examples of fitness and wellness concepts as they incorporated into 9-12 physical education curriculum.
7. Describe how state standards and performance indicators/benchmarks for 9-12 physical education can be used to reach many of the suggested National Standards.
8. Develop a grading scheme that is in line with stated objectives for secondary physical education.
9. Discuss how physical maturity affects the physical skills or students and know what is considered developmentally appropriate for the secondary age level.
10. Explore and understand the components of a quality program additionally, students will explore how individuals learn and grow within the framework of a quality program.
11. Explore different methods of connecting with students among a variety of learning environments.
12. Explore ways to continue to merge as a lifelong learner to better your professional teaching.
13. Have the knowledge to reflect on teaching appropriateness with regards to program, daily lessons, peer teaching, and safety.
14. Know the multiple opportunities at state, district, and national levels with regards to professional growth, development, and resources available.
15. List and discuss the steps of curriculum construction through the process of Understanding by Design, (UBD).
16. Share their final quality program models and mentor/mentee final reflection experiences with their peers. Student will discuss and each grow their ¿professional toolkit¿ of new networks (peers/colleagues) and best practices to drawn from in their own work with kids.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted