Minnesota State University Moorhead

PE 360: Elementary 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 teach physical education to children in grades K-6. Course content reflects the idea that teaching is goal directed and a skill that requires practice. Students are required to observe, participate, teach and evaluate elementary school physical education. The prerequisites can be waived with the consent of the instructor.

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

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Critically analyze and observe the process of teaching and learning in physical activity setting.
2. Define and provide practical examples of skill themes, movement, non-movement concepts, & fitness/wellness concepts.
3. Define the 6 reasons why children need physical activity and physical education.
4. Demonstrate effective teaching techniques, motivational methods, and effective disciplinary techniques.
5. Demonstrate through the development of a project, the relationship of games, gymnastics, dance, and content in other subject areas to skill themes and movement concepts. Explain how inclusion of physical fitness, physical activity, and wellness concepts can be incorporated into the curriculum.
6. Develop a plan for involving classroom teachers in physical education instruction that is compatible with the program of the PE Specialist.
7. Discuss a purpose statement that reflects the recent national documents related to physical activity (e.g., Surgeon Generals Report, CDC guidelines).
8. Explain the purpose of generic levels of skill proficiency (GLSP) and how it is used. List and discuss the differences between the four levels of skill proficiency. Know how GLSP is used in conjunction with skill themes to build a developmentally appropriate physical education curriculum for children.
9. List and describe the national standards for K¿12 physical education and provide examples of how the discipline of physical education can be used to reach many of the suggested K¿6 guidelines.
10. Organize a developmentally appropriate progression for teaching each of the skill themes and movement concepts and accurately describe an appropriate progression of cues (critical components) based on generic levels of skill proficiency.
11. Recognize and describe the important pedagogical skills that are thought to constitute effective physical education teaching and the context in which these skills are (are not) effective.
12. Recognize computer technology as a tool to enhance teaching and learning in physical education. Use the World Wide Web and the telecommunication features of the Internet as a means to enhance teaching and learning in physical education.
13. Write developmentally appropriate skill theme lesson plans using a content development format (tasks, cues, challenges) and a variety of learning styles so that all children will be successful. The lesson plan will include practical assessments both formative and summative with children as a way to check for understanding and assess student learning.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted