

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION

**TED 434 Secondary Curriculum Methods for Physical Education
Fall 2004**

Instructor of Record: Dr. K. Hansen Phone: (909) 869-4638
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Office Hours: Dr. Hansen: T Th 2-4 PM, W 11-noon Office: 86-106
Dr. Metzker M 10-2, Th 11:30-12:30 Office 41-7
Dr. Vetter: Mon. 4-6PM, Wed. 2-4 PM, e-mail Office: 43-146A

Class Times: Tuesday 6:00 - 9:50 PM Class Units: 4.0

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Description of Course: Physical education and adapted physical education strategies for teaching in the secondary (elementary and middle) schools. Curriculum, methods, assessment, appropriate technologies, materials, professional considerations, and the learning environment for secondary (elementary and middle) teaching in physical education, including adapted. Taught by Single Subject Specialist.

- Required Text:**
1. Student Teaching Handbook – developed by KHP faculty
 2. Mosston, M, & Ashworth, S. Teaching Physical Education. 5th Edition
 3. Siedentop, D. & Tannehill, D. Developing Teaching Skills in Phy Ed. 4th Ed.
 4. Class Materials – purchase at the bookstore

- Reference Text:**
1. Physical Education Framework for California Public Schools.
 2. Fitnessgram.
 3. Texts used in the KIN theory courses
 4. Pangrazi. Dynamic Physical Education for Elementary School Children.
 5. Graham, Holt-Hale. Parker. Children Moving.

- Course Goals:** The student will achieve the following outcomes with the adapted/physical education setting:
1. Relate and apply previous pedagogical knowledge (instructional design, adolescent development, learning theory, etc.) to the significant concepts, principles, and values in adapted/physical education.
 2. Identify and apply effective teaching models/methods.
 3. Learn to make pedagogical decisions based on state-adopted instructional materials and curriculum frameworks, professional literature, consultations with colleagues, and reflections on actual and potential practices.
 4. Identify and develop strategies for making content area curriculum accessible and comprehensible for students of diverse linguistic and cultural backgrounds, learning styles, skill and academic ability levels.
 5. Plan and organize instruction to foster student achievement of state-adopted content standards in physical education.
 6. Use instructional strategies, materials, technologies, and other resources to teach physical education to students.
 7. Examine issues in classroom management unique to the adapted/physical education area to ensure effective use of instructional time and safe, positive learning environments for all students.
 8. Learn and apply various ways or strategies to assess student learning in physical education.

Grade Requirements to Meet Above Course Goals:

Reflective Writings (3 @ 10 points)	30 points
Oral Presentation:	70 points
Unit Plan:	50 points
Lessons Plans (6 @ 25)	150 points
Video Analysis of Teaching (6 @ 50 points)	300 points
Final:	100 points
TOTAL POINTS	700 points

Extra Credit can be attained only when all assignments have been completed.

CAHPERD member	5 points
Attend Dr. Hellison Lecture	15 points
Attend APE National Conference	15 points
Attend CAHPERD Southern District Conf.	15 points
Attend CAHPERD PE Summit	15 points

GRADE:

A: 630 – 700 B: 560 – 629 C: 490 – 559 D: 489 – 420 F: below 420

Make-Up Policy: Class attendance is not required; however, the students are accountable for all information disseminated during the scheduled class time.

Exams will not be made up unless the instructor is notified 24 hours prior to exam time due to an emergency only. At that time a rescheduling of the exam will occur, within 48 hours of the scheduled exam time.

No late work will be accepted.

Course Syllabi: This syllabus is the instructor's communication with the students and will be followed. It is the student's responsibility to read this syllabi and to ask the instructor to clarify any aspect that is unclear.

Student Evaluations: The Department of Kinesiology and Health Promotion takes student evaluations very seriously. Each student has the right to evaluate each activity class in which they enroll. There are two types of evaluations: formal (bubble sheet) and informal written comments. The instructor will ensure that the formal evaluation has occurred during the last week of the quarter. Informal written comments can be provided to the instructor for their personal use, however, they can not be used for faculty evaluation. If the student would like their written comments to be used for faculty evaluation, they need to write a letter to the department chair and submit it to the department office.

University Policy on Dropping a Course: The responsibility for properly dropping classes rests with each student. Students who do not drop a scheduled class which they are not attending are subject to receiving a failing grade. Program Change Forms are available in the department office. Students may drop a class without penalty (no entry on student's record) through the 5th calendar day of the quarter, with the signature of the instructor. After the 15th day of instruction, students may petition to drop a class only for serious and compelling reasons. Permission to drop during this time period will be granted only with the approval of the professor, the student's major department chair, and college dean. All requests for permission to drop under these circumstances and all approvals will be made in writing on a petition to drop. A statement of the reason(s) for dropping is required. For a course dropped during this period, a W grade will automatically be recorded. Dropping of courses shall not be permitted during the final three weeks of instruction, except in cases in which the reason is due to circumstances clearly beyond the student's control.

Academic Integrity: It is expected that all students are aware of the university policy on academic integrity as outlined in the university catalog.

Student Conduct and Discipline: It is expected that all students are enrolled in this lecture class for serious educational pursuits and that their conduct will preserve an atmosphere of learning. This includes arriving to class on time, no wearing of hats in class, showing respect for the instructor and other students, no talking during lecture, and staying the entire class time. All students are expected to assume the responsibilities of citizenship in the campus community.