

LSC Use Only
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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 321 Methods in Elementary Health and Physical Education
Suggested 20 Character Course Title: Methods in Elem HPE
Department: Health and Physical Education
Contact Person: Ms. Kofie Montgomery

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Louis A. Clark</i></u> Department Curriculum Committee	<u><i>James J. Mill</i></u> Department Chairperson
<u><i>Norman M. ...</i></u> College Curriculum Committee	<u><i>David ...</i></u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

1. CATALOG DESCRIPTION

HP 321 Methods in Elementary Health
and Physical Education

3 credits
3 lectures

Prerequisite: Approved Jr. Standing

(3c-01-3sh)

Guides the professional student in the development of competencies essential to teaching health and physical education at the elementary school level. Includes theories of instruction in health science, necessity of a safe and healthful school environment and judicious utilization of school and community health resources and service, as well as study of theories of and movement relevant to elementary school children. Observation, materials, methods of teaching and opportunities for intern teaching provided.

PART II DESCRIPTION OF CURRICULUM CHANGE

1. CATALOG DESCRIPTION

HP 321 Methods in Elementary Health
and Physical Education

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Prerequisite: Approved Jr. Standing

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2. SUMMARY OF THE PROPOSED REVISIONS

The proposed course demonstrates a greater emphasis on essential competencies for elementary health education than the previous syllabus. Fifty percent of the course addresses health education competencies and 50% addresses physical education competencies.

3. OLD COURSE SYLLABUS AND NEW COURSE SYLLABUS

Old course syllabus and new course syllabus both are enclosed in the proposal.

4. JUSTIFICATIONS FOR REVISION

The revision is based upon recommendation by the Department of Education in order that the Health and Physical Education Curriculum be in compliance with Standard I of the Pennsylvania Department of Education's Certification requirement. No part of this revision affects the Liberal Studies Program.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

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II. COURSE OBJECTIVES

A. Health Science Emphasis

At the conclusion of Part I each student will:

1. define the term "health" and identify factors influencing an individual's health status.
2. define and defend a rationale for the inclusion of health education in the elementary school program.
3. describe the role of health education as an integral part of the total elementary school program.
4. describe the comprehensive role the classroom teacher/health and physical educator plays in implementing the school health program.
5. identify the primary health problems among elementary school children.
6. describe and explain the process of administering health appraisal/screening in the elementary school.
7. describe appropriate steps in school referral systems following identification of health problems.

8. produce a comprehensive list of resources (publications, agencies, organizations, individuals within the school community) which support and enhance the elementary school health education program.
9. identify health education curriculum materials for grades kindergarten through grade 6.
10. demonstrate functional knowledge of theories of instruction and learning relevant to maximizing self-esteem/self-concept and decision-making skills among children.
11. describe methods, innovative strategies and teaching techniques for school health education.
12. demonstrate proficiency in writing behavioral objectives for health science instruction.
13. develop an educational resource teaching aid germane to a specific area/topic of health.

B. Physical Education Emphasis

At the completion of Part II each student will:

1. summarize the developmental objectives of physical education for elementary school children.
2. describe the role of physical education as an integral part of the total educational program.
3. select and justify the essential developmental experiences for children.
4. describe the learning processes and factors that facilitate motor and sport skill learning and development.
5. demonstrate the ability to mechanically analyze movement and develop a remediation strategy.
6. demonstrate knowledge of teaching methods/strategies, organizational techniques.
7. write behavioral objectives which clearly communicate desired student outcomes.
8. write lesson plans designed to maximize child involvement and development.

9. articulate the behavioral (performance) expectations of children and demonstrate skill in assessing the child's social growth, motor and sports skills, and physical fitness status.
10. identify health and safety standards to be cognizant of while conducting the physical education class.
11. construct a physical education curriculum on a yearly, seasonal, and weekly basis.

III. COURSE OUTLINE

Health Science Emphasis

- A. Justification of Elementary Health Science (1 lecture hour)
 1. Health defined
 2. Ecological factors influencing one's health
 3. Health science as an integral part of elementary education
- B. Role of Classroom Teacher in Health Science (1 lecture hour)
- C. Health Problems and Health Needs of Children (2 lecture hours)
 1. Prevalent health problems of children
 2. Visual indicators of deviations from normal health
 3. Health screening procedures
 4. Identification of curriculum content relevant to needs of children
- D. Learning Theory and Teaching Methods (3 lecture hours)
 1. Factors influencing efficient learning
 2. Innovations to learning
 3. Teaching methods and enabling experiences
- E. Critical Health Issues (3 lecture hours)
 1. AIDS Education
 2. Drugs: use and abuse

3. Sex Education and family living
- F. Safety Education (2 lecture hours)
 1. Healthful and safe school environment
 2. Safety education curriculum, K-6
- G. Curriculum Construction (2 lecture hours)
 1. Curriculum construction principles
 2. Curriculum organization patterns
 3. Health Science instruction resource materials
 4. Health Science curriculum for K-6
- H. Students' Oral Reports of Research Conducted (5 lecture hours)
- I. Students' Presentations of Constructed Teaching Aids or Devices and Bulletin Boards (1 lecture hour)
- J. Examination (1 lecture hour)

Physical Education Emphasis

- A. Justification for Elementary Physical Education (2 lecture hours)
 1. Objectives of elementary physical education
 2. Physical education as an integral part of the educational program.
- B. Role of the Physical Education Specialist and the Classroom Teacher (1 lecture hour)
 1. Role of the physical education specialist
 2. Reciprocal roles of the physical education specialist and the classroom teacher
- C. Motor Skills Development (6 lecture hours)
 1. Instructional and learning theory relevant to motor skill development
 2. Appropriate equipment to maximize learning
 3. Principles of growth and development relevant to motor learning

4. Mechanical principles of movement
 5. Summation of principles of motor development
- D. Instructional Methods (5 lecture hours)
1. Rationale for utilization of specific instructional methods
 2. Instructional methods from command to discovery
- E. Organization for Instruction. (2 lecture hours)
1. Utilization of functional working units
 2. Lesson plans
 3. Units of instruction
 4. Techniques for discipline
 5. Safety considerations
 6. Culminating programs, planning and conducting
- F. Student Evaluation (1 lecture hour)
1. Performance expectations of children
 2. Guidelines for evaluating physical fitness, motor and sports skills performance, and social and emotional development
- G. Curriculum Construction (3 lecture hours)
1. Principles of curriculum construction
 2. Constructing a comprehensive curriculum: K-6
- H. Student presentations: based upon readings from professional literature (1 lecture hour)

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- | | |
|-----|----------------------------------------------------------------------------------------------------|
| 50% | Written examinations
(minimum of two (2) essay, short answer, multiple choice), 100 points each |
| 5% | Specific written assignments, 1 point each, exclusive of resource file and group project |

- 10% Written critique of 10 articles pertaining to elementary physical education with accompanying 4 oral reports
- 5% Curriculum resource materials
- 10% Health education research project and oral report
- 5% Health Science teaching aid or device (demonstration)
- 5% Bulletin board or display pertaining to elementary physical education
- 10% Participation during classroom sessions demonstrating interest in professional growth and evidence of preparation for class (subjective) questions and answers

V. REQUIRED TEXTBOOKS

Kirchner, Glen, (1988). Physical Education for Elementary School Children, , Dubuque, IO: Wm. C. Brown Publishers.

VI. BIBLIOGRAPHY

Anspaugh, David J. and Gene O. Ezell, (1990). Teaching Today's Health, Columbus, OH: Merrill Publishing Company.

Bender, Stephen J. and Walter D. Sorochan, (1988). Teaching Elementary Health Science, Boston, MA: Jones and Barlett Publishers.

Burt, John J. and Linda B. Meeks, (1988). Toward A Healthy Lifestyle Through Elementary Health Education, Belmont, CA: Wadsworth Publishing Company.

Cornacchia, Harold J. and Wesley M. Staton, (1987). Health in Elementary School, New York, NY: The C.V. Mosby Company Inc.

Engs, Ruth and Molly Wantz, (1988). Teaching Health Education Schools, St. Louis, MS: Houghton Mifflin Company.

Greene, Walter H. and Jenne H. Frank, (1987). Health Education in the Elementary School, New York, NY: Macmillan Publishing Company Inc.

Health Education, American Alliance for Health, Physical Education, Recreation and Dance, 12900 Association Drive, Reston, Virginia 22091.

Journal of Physical Education, Recreation, and Dance, American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, Virginia 22091.

Read, Donald A. and Walter H. Greene, (1987). Creative Teaching in Health, New York, NY: Macmillan Publishing Company.

Rhodes, Ronald L. and Brent Q. Hafen, (1986). Elementary School Health - Education and Service, Allyn and Bacon, Inc.

Scott, Gwendolyn D. and Mona W. Carlo, (1988). Learning Feeling Doing - Designing Creative Learning Experiences for Elementary Health Education, Englewood Cliffs, NJ: Prentice Hall, Inc.

Willgoose, Carl E., (1986). Health Education in the Elementary School, Philadelphia, PA: W.B. Saunders Company.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

HP 321 Methods in Elementary
Physical Education

3 credits

Guides the professional student in the cultivation of confidence and development of competencies essential in providing professional leadership to children, classroom teachers, school administrators and parents in the field of elementary physical education. Major areas of emphases include the educational justification of physical education, developmental characteristics of children, motor perceptual development, the learning process and teaching methods, developmental movement experiences, administrative and organizational techniques, and the evaluative process.

II. COURSE OBJECTIVES

1. Students will articulate the developmental purposes of physical education and conceptualize the role physical education plays as an integral part of the total educational program.
2. Students will demonstrate possession of functional knowledge pertaining to the identification of motor-perceptual and/or motor-visual perceptual difficulties of children and describe appropriate prescriptive activities to ameliorate each dysfunction.
3. Students will identify the growth and development characteristics of children and judiciously select essential developmental experiences for children consonant with their characteristics.
4. Students will reveal essential knowledge pertaining to learning theories and factors vital to the facilitation of motor and/or sport skills learning and development of children.
5. Students will analyze movement of children expressing the mechanical principles inherent in efficient movement and state prescriptions for the remediation of the inept movement observed.
6. Students will describe and analyze a minimum of ten instructional methods or strategies appropriate for elementary physical education and cite student derived benefits for each method described.

7. Students will describe organizational techniques employed to have students placed in functional working units for instruction. Also, describe six organizational procedures employed to integrate boys and girls to participate cooperatively with maximum safety and without either sex dominating the opposite sex engaged in the activity.
8. Students will describe six techniques employed to maximize student participation and six techniques to individualize instruction for the student.
9. Students will describe the learning environment (physical and emotional) which is most conducive to learning and which insures maximum safety for the students.
10. Students will express reality based approaches which guide students in their development of responsibility for their social behavior.
11. Students will demonstrate possession of functional knowledge in assessing the child's social development, motor and/or sports skills development, and physical fitness status.
12. Students will develop educational resource materials including curricula pertinent to elementary physical education.
13. Students will experientially gain a kinesthetic awareness of their bodies in motion by participating in movement activities during laboratory sessions.
14. Students will become acquainted with current research and writings in the professional literature pertinent to elementary school physical education.

III. CONTENT

- A. The scope of the physical education emphasis shall encompass the following areas of knowledge:
 1. Developmental justification of physical education for children.
 2. The role physical education plays as an integral part of the total educational program.
 3. National, state and local trends in elementary physical education.

4. Reciprocal roles of classroom teacher-physical education specialist in implementing the program for children.
5. Physical education specialist-school principal working relationships.
6. Guidelines for scheduling specialist's time-students-facility.
7. Growth and development of children (characteristics of children at various age levels).
8. Essential developmental movement experiences related to the characteristics of children.
9. Perceptual-motor development of children.
10. Learning processes and factors that facilitate motor skill learning and development.
11. Analysis of mechanical principles inherent in efficient movement activity of the elementary school child.
12. Teaching methods and instructional strategies.
13. Organization for instruction to maximize development.
14. Techniques for maximizing student participation.
15. Organizational techniques for integration of the sexes for participation.
16. The teaching stations-organization of and utilization of space.
17. Safety considerations including emphasis of teacher responsibility and liability.
18. Formulating behavioral objectives and developing lesson plans.
19. Discipline strategies which guide the student to self-responsibility for one's behavior.
20. Evaluation of students' progress-the physical education program.
21. Curriculum construction: seasonal-weekly-daily: unit planning considered.
22. Selection, procurement and care of supplies and equipment (including "homemade" and improvised).

23. Planning for the conduct of: culminating programs, intramurals, sports interest clubs, and sports clinics.
24. Current research and information pertinent to elementary physical education (this topic receives constant attention).

IV. STUDENT REQUIREMENTS

A. Each student shall be expected to:

1. Possess a personal copy of the text which constitutes a portion of the resource file.
2. Peruse sections of the text as assigned.
3. Peruse 10 articles in the professional and/or lay literature related to elementary physical education and submit a brief written synopsis (100 words or fewer) for each article encountered. Also, present a minimum of 4 brief oral reports pertaining to the 4 articles read.
4. Submit punctually all written assignments.
5. Present assigned movement activities to the class during laboratory sessions.
6. Prepare and submit a resource file of curriculum materials.
7. Collaborate with one or more students (groups not to exceed four students) during laboratory sessions in preparing a curriculum for each grade level for one entire year.
8. Prepare a bulletin board or display to promote elementary physical education.
9. Have exemplary attendance for both the lecture and laboratory sessions and to participate actively during these convened sessions.

V. EVALUATION METHODS

A. Each student's progress will be appraised through the following means:

	Earned Point Potential <u>150 points</u>	Percent of <u>Grade</u>
1. Written examinations (minimum of three)	75	50

2. Specific written assignments exclusive of resource file and group project	15	10
3. Perusal of 10 articles pertaining to elementary physical education with accompanying 4 oral reports	5	3.33
4. Preparation and submission of curriculum resource materials	20	13.3
5. Preparation of motivational bulletin board or display pertaining to elementary physical education	5	3.33
6. Participation during classroom sessions demonstrating interest in professional growth and evidence of preparation for class (subjective)	15	10
7. Participation during laboratory sessions of movement activities (subjective)	<u>15</u>	<u>10</u>
	150 pts.	99.96

Translation of Earned Points Into Letter Grade

<u>POINTS</u>	<u>LETTER GRADE</u>
147 through 150	A+
140 through 146	A
135 through 139	A-
130 through 134	B+
125 through 129	B
120 through 124	B-
115 through 119	C+
110 through 114	C
105 through 109	C-
100 through 104	D+
95 through 99	D
90 through 94	D-
93 or below	F

VI. REQUIRED TEXTBOOK

Kirchner, Glenn, Physical Education for Elementary School Children, Seventh Edition, Wm. C. Brown Publishers, Dubuque, IA., 1988.