Northwest Nazarene University
Teaching Physical Education in the Secondary Schools
Spring 2012- Quad 2

KINE 3360-01
Credit: 2 Semester Hours
Meets: M W F 1:10- 2:05

[redacted]

Course Description:

This course in methods is designed to prepare you in the fundamental teaching techniques, procedures and principles which will help you become an effective teacher in the health education classroom. It is the purpose of this course to help give you an insight and understanding into the high school student and how the physical, emotional and mental needs of the student might best be met through an effective classroom experience. A practicum experience with adolescence will provide an opportunity to have direct application of the materials presented in this class.

Course Textbook: Dynamic Physical Education for Secondary Students. 5th edition, by Darst & Pangrazi Benjamin Cummings ISBN: 10: 0-321-72249-3 ISBN 13: 978-0-321-72249-2

Course Objectives:

1. Students will develop an understanding of the secondary physical education curriculum.
2. Students will develop knowledge in physical education in following areas: Designing a total program, planning effective lessons, Classroom management & discipline, assessment & grading, physical education promotion, promoting cooperation and inclusion, and physical fitness testing.
3. Students will develop classroom management skills related to physical education settings.
4. Students will develop evaluation and assessment skills in physical education.
5. Students will develop effective daily lesson plans in physical education.
6. Students will participate in a field experience in a secondary physical education classroom.
7. Students will analyze their teaching skills in a physical education classroom.
8. Students will demonstrate their ability and understanding of principles of teaching by teaching a lesson in the public school setting.

Course Policies

1. Attendance is expected to all scheduled meetings. Grades will be lowered 1 full grade for each absence beyond 2. Absences are not permitted on the days you are assigned to teach.
2. Tardies are not acceptable, with the exception of personal emergency. All other tardies will result in grade reduction.
3. Missed quizzes cannot be made up, with the exception of personal emergency/illness. If you are ill the day of a quiz you must notify the instructor prior to the beginning of that class session so alternative arrangements can be made.
4. Students must complete and participate in all course activities and assignments. Failure to turn in any assignment will lower the final letter grade 1 full grade or a grade of zero.
5. Plagiarism is cheating: using someone else's work and presenting it as your own. This, as well as any other form of cheating is unacceptable and will result in a zero score each and every time. This is a non negotiable rule.

6. As for your disability statement to include in your syllabi, the Undergraduate Academic Council approved the following:

7. Students who qualify for and desire accommodations in this course due to a disability, as defined by the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, must follow the NNU Disability Services Policies and Procedures as put forth by the office of Academic Advising. Any student may review a copy of these policies and procedures at http://libguides.nnu.edu/advising-testing. Call 208-467-8463 or email (disabilityservices@nnu.edu) for further information.

Course Evaluation

96-100%	A	76-79%	C
93-95%	A-	73-75%	C-
89-92%	B+	70-72%	D+
86-87%	B	67-69%	D
83-85%	B-	0-66%	F
80-82%	C+		

Course Learning Activities

A. Peer lessons taught w/ lesson plan (2 lessons taught- 25 pts each) 50pts.

B. 1 Physical Education Article Reviews. Article review must include Journal Name/ Website, Author, Date/ Year of Publication. Articles must be within the last three years. Write a brief summary of the article followed by implications for you as a physical education teacher. (1 complete page). Article must be related to Physical Education. (25 pts. Each) 25 pts.

C. Design a plan on a physical education curriculum area. Block plan will include: Daily lesson objectives and outline of Teaching/learning activities. 50pts.

D. Observe and teacher aid in public school classroom (**10 hours** Observing and teacher aiding, teach one lesson or portion of lesson Include the Written lesson plan for lesson taught)

*Non teaching majors must secure a field experience within the Community (eg Salvation Army, Boys and Girls Club)

100**pt.**

F. Quizzes- Three at 25 pts. each 75pts.

TOTAL POINTS **300pts.**

KI 336 Course Calendar

3-5	Syllabus, requirements	
3-7	Discussion/ Sharing of Physical Ed. Articles Chapter 7	Classroom Management & Discipline concerns
3-9	Chapters 1-2	Justifying a physical education program
3- 12	Chapter 3-4 Journal Article #1 Due	Curriculum development
3-14	Developing the Physical Education Lesson Peer Lessons- Requirements	
3-16	Peer Lesson 1	
3-19-23	**Spring Break – No School**	
3-26	Peer Lesson 1	
3-28	**Quiz 1** Ch. 1-4 & 7	
3-30	Chapter 10 & 16	Assessment, Grading & Testing
4-2	Chapter 12 **Schedule Due**	Liability & Safety
4-4	Chapter 18	Promoting Cooperation & Inclusion
4-6	Good Friday – No School	
4-9	Easter Monday – No School	
4-11	**Quiz 2-** Ch. 10, 12 & 18	
4-13	**Peer Lesson #2**	
4-16	**Peer Lesson #2**	
4-18	Integrating other disciplines into Physical Education/Phys. Ed Promotion	
4-20	Chapter 17	Healthy Lifestyles: Activities for instruction

Turn in Critique of Lesson Taught, Cooperating Teacher

4-23	*Field Experience in the Schools*
4-25	*Out in the Schools*
4-27	*Out in the Schools*
5-2	Final 10:30 – 12:30 **Quiz 3** *Evaluation* Wrap up discussion of Field Experience

Yellow highlight are subject to change

Teaching Mathematics in the Secondary School (2)
EDUC3570, Spring 2013
TBD-Monday 6:00-7:30 PM?
Place: Wiley Learning Center (TBA)
Textbook: **Teaching Secondary Mathematics: Techniques and Enrichment Units, 8th Edition**
Instructor: Pete Noteboom
Email: panoteboom@nnu.edu

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to assist and teach a minimum of 20 hours. (See MATH3010) Prerequisites: Admission to Teacher Education Program; Junior classification. Corequisites: EDUC3510, EDUC3750.

This Syllabus is entirely siftable. That is items can be moved (sifted) up and down when needed. During the first class we will discuss the rest of our class times.

Class Dates:

Date	Topic	Assignment **Due the next class meeting**
March 4 Week 1	Introduction Chapter 1 The Challenge of Teaching • Today's Students, Mathematics, and Society's Need Vocabulary in the Math Classroom Representations in Mathematics	Math Autobiography Go to nctm.org and look up the national standards. Read the overviews for the 6-8 and 9-12 grade bands. Go to www.sde.idaho.gov/ContentStandards and look up the state standards for mathematics, including vocabulary and content. Reading Skim Chapter 1 The Challenge of Teaching Look Through Chapter 2 Planning for Instruction Mini-Teaching

March 11 Week 2	Chapter 2 Planning for Instruction • Long-Range Planning of the Curriculum • Unit Plans • Short-Range Planning • Differentiated Instruction • Cooperative Learning • Mathematical Tasks • Final Thoughts on Lesson Planning Share Thoughts on Standards National Math Standards State Math Standards Planning Lessons What Should I Look for in a Math Classroom?	Come up with the Big Ideas and Objectives for your Unit Plan. Include State and National Standards. Syllabus or Class Contract Choose a topic (or at least a grade level or subject) for your unit plan. Contact me if you wish to borrow a textbook. Peruse Chapter 3 Teaching More Effective Lessons Mini-Teaching
March 18 Week 3	Chapter 3 Teaching More Effective Lessons • Motivational Techniques • Classroom Questioning • Strategies for Teaching More Effective Lessons • Literacy in Mathematics Writing Share articles Homework Selection and use of mathematics textbooks Math Manipulative	Finish Syllabus or Class Contract Read an article in a current Mathematics Teacher or Teaching Mathematics in the Middle School (available in the library). Write a reflection on the article and be prepared to share what you have read for March 11. Read Quickly Chapter 4 The Role of Problem-Solving Mini-Teaching
April 1 Week 4		Work on Unit/Lesson Plans

April 8 Week 5	Chapter 4 The Role of Problem-Solving • A Psychological View of Problem Solving • Problem-Solving Preliminaries • An Introduction to Problem Solving • The Ten Problem-Solving Strategies • Creating Mathematical Problems • Creativity in Problem Solving Share some reflections on your observation time in the classroom. Resources to write lessons	Work on Unit/Lesson Plans Glance Over Chapter 5 Using Technology to Enhance Mathematics Instruction Mini-Teaching
Week 6 April 15	Chapter 5 Using Technology to Enhance Mathematics Instruction • Calculators • Computers Share some reflections on your observation time in the classroom. Engaging Students in the Lessons Using Graphing Calculators CBR/CBL TI-Connect	Pick an enrichment lesson at the back of the textbook. Be prepared to teach the lesson in class on March 25. Work on Unit Plans Scan Chapter 6 Assessment Mini-Teaching
Week 7 April 22	Chapter 6 Assessment • Assessment for Monitoring Student Progress • Assessment for Making Instructional Decisions • Evaluating Student Achievement More on the Graphing Calculator Professional Organizations DMA/ISAT/Assessments/Grading Practice & Drill	Enrichment Lessons in place of Mini-Teaching Complete Unit Plans Look at Chapter 7 Enriching Mathematics Instruction

Week 8 April 29	Chapter 7 Enriching Mathematics Instruction • Enriching Mathematics Instruction with a Historical Approach • Enrichment Techniques for All Levels • The Gifted Student • Using Calculators to Enrich Instruction • Models and Manipulatives That Enrich Instruction Explain personal decisions regarding the issues of class policies, classroom management, cooperative learning, and classroom diversity	Scan Chapter 8 Extracurricular Activities in Mathematics Units Due Mini-Teaching
Week 9	Chapter 8 Extracurricular Activities in Mathematics • The Mathematics Club • Mathematics Teams • Mathematics Contests • Mathematics Projects • The Mathematics Fair • Cooperation with a University • The School Mathematics Magazine • The Mathematics Assembly Program • Guest Speakers Program • Class Trips of Mathematical Significance • Peer Teaching Program • The Computer • The Bulletin Board Teacher as lifelong learner	Reflection on the Course Mini-Teaching
Week 10	Present & Share Unit Plans	Unit Plans Due Course Evaluation

In all Classes: Selection and use of other materials including games, puzzles, and programmed instruction
How to help the slow learner in mathematics

Grading:

Professionalism (10%)
On time preparation and participation

Field Experience (30%)
Students should spend 20 hours observing, assisting, and participating in a content classroom

Get involved! Be assertive in offering your help however possible in the classroom. Look for opportunities to participate as appropriate in classroom activities, in helping the teacher, and when possible, working with students. However, remember to always respect that you are a guest in someone's classroom. Professionalism at all times is key. Passive observers will not gain as much from this experience as those of you who jump in and get involved. Dress and act like professionals.

During this time, we would like for students to participate in at least six lessons in a secondary classroom. This teaching may be done individually or in a small group.

You are always seeking the answer to the question: What does it take to be an effective, stellar math teacher?

You will need to complete a log for your field experience. Include dates, course observed, your participation. Also note things that make this a good math class or lesson.

Your cooperating field experience teacher will submit a field experience evaluation form. This form can be obtained from your special methods instructor.

Textbook Readings, Assignments, and Article Reflections (30%)
Read and reflect on current articles relating to teaching mathematics

Unit of Instruction & Presentation of Unit (30%)
This can be the same unit that you use for ED 3510.

Course Goals:

-Understand deeply the mathematics they will teach in the future;
-Apply national and state standards for mathematics education to develop content-appropriate lessons;
-Use and compare different assessment techniques;
-Develop a disposition favoring continual gathering and use of information about their students' mathematical understandings;
-Appropriately and responsibly use technology to enhance opportunities for students' mathematical thinking;
-Understand the development of mathematics through numerous and varied experiences related to the cultural, historical, and scientific evolution of mathematics;
-Become familiar with the National Council of Teachers of Mathematics (NCTM) Principles and -Standards for School Mathematics;
-Learn to use their mathematics and pedagogy knowledge flexibly in authentic situations through field experiences with secondary students under the supervision of highly qualified, experienced teachers and university supervisors.

University Outcomes

This course encourages growth and development toward the University Outcomes in the following ways:

Transformation—We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church and the world.

Truth—We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.

Community—We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships we express our love for God and others.

Service—We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

CONCEPTUAL KNOWLEDGE BASE AND FRAMEWORK FOR TEACHING

All effective programs should be driven by a conceptual framework that is supported be a knowledge base of research and practice. The Critical Social Model drives NNU's teacher preparation programs. The various components of this model are:

1. Citizenship/Democratic Society – Graduates of education programs will promote democratic values, facilitate equal voice and equal access for all students and parents, examine and challenge social inequities in schools and communities, and formulate responses to local and global issues in education.

2. Liberal Arts/Continuing Learning - Graduates of education programs will value learning, evidence breadth of knowledge, and demonstrate an inquiry-based habit of mind. They will be effective communicators who question educational assumptions and use educational research to stimulate reflection and inform classroom practice.

3. Professional Knowledge and Skills – Through a learner-centered approach, graduates of education programs will apply theories, strategies, and research in teaching and learning to challenge, interest, accommodate, and assess a diverse student population. They will relate to students and families in a manner that stimulates learning and creates a positive, productive environment. They will use reflection to improve teaching and learning.

4. Role of Schooling - Graduates of education programs will demonstrate understanding of the historical and philosophical purposes of schools and a range of legal and societal influences. They will use their knowledge to make decisions about their teaching and work to improve school conditions and educational opportunities for all.

The Mission of Northwest Nazarene University is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills

habits of heart, soul, mind and strength to enable each student to become God's creative and redemptive agent in the world.

ACADEMIC INTEGRITY

Northwest Nazarene University seeks to establish academic integrity within the university community. NNU has identified unacceptable practices including, but not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing your own to be copied, using unauthorized aids on an examination, having someone else take an exam for you (in-class or take-home), submitting as your own another person's work, rescheduling an exam relying on a false excuse;
2. Plagiarizing, i.e. presenting as your own the words or ideas of another person, including inadequate documentation of sources (electronic, Internet, or print) and excessive dependence on the language of sources even when documented, relying on a similar order of sentences while altering a few words or word order;
3. Submitting the same work for more than one course or assignment without prior written approval from the professor;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Signing a roll sheet for another student who is not in class;
6. Fabricating data: This includes falsifying or manipulating data to achieve desired results, reporting results for experiments not done (dry labbing), or falsifying citations in research reports;
7. Denying other students access to academic information whether in the classroom, library (by hiding books, for example), or computer lab;
8. Destroying, altering, or tampering with another student's work to impede academic progress;
9. Stealing problem solutions from a professor or computer file;
10. Falsely reporting completion of reading assignments.

Students who either witness or have knowledge of violations are responsible for informing the instructor or appropriate University personnel. At the instructor's discretion, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reported to the appropriate academic school and the Vice President for Academic Affairs. Violations may also lead to further disciplinary action.

GRADING SCALE

94 – 100% = A	78 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 77% = C	Below 60% = F
88 – 89% = B+	70 – 73% = C-	
84 – 87% = B	68 – 69% = D+	
80 – 83% = B-	64 – 67% = D	

COMPLIANCE WITH ADA

Students who qualify for and desire accommodations in this course due to a disability, as defined by the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, must follow the NNU Disability Services Policies and Procedures as put forth by the

office of Academic Advising. Any student may review a copy of these policies and procedures on the NNU website at: www.nnu.edu/academics/academic-advising/disability-services/policies-procedures/. Call 208-467-8463 or email (disabilityservices@nnu.edu) for further information.

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ACADEMIC INTEGRITY

Course goals taken an adapted from http://psbehrend.psu.edu/school-of-science/academic-programs-1/secondary-ed-mathematics/objectives-and-outcomes

The instructor reserves the right to change the syllabus when needed.