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### HEE 302.01: Instruction Strategies in Elementary Physical Education

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# HHP 339 INSTRUCTIONAL STRATEGIES IN ELEMENTARY PHYSICAL EDUCATION

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Fall 2013  
TR 8:10 --- 9:30 am  
TR 9:40 ---11:00 am  
FRC Gym #3 main floor  
McGill 135

**Textbooks:** Dynamic Physical Education for Elementary School Children  
Robert Pangrazi & A. Beighle  
Allyn & Bacon Publishers 17<sup>th</sup> edition

Faculty Pack UC Bookstore  
MILLER Workbook A (8:10) Fall 2013  
MILLER Workbook B (9:40) Fall 2013

Accelerometer MOVband  
Available in class \$20.00

## **Purpose:**

The purpose of the course is to provide both theoretical and practical background to the art and science of teaching Health Enhancement (Physical Education). Information and discussions will center on effective teaching, skill demonstrations, instruction and delivery, and class management. Theoretical background to strategies of teaching Health Enhancement will be made available. Students are expected to read the text and to take the quizzes related to the readings. Tests will be from class lectures and gymnasium presentations. Practical teaching assignments or microteaching will also be introduced. Each student is expected to teach three lessons and apply theoretical principles discussed in the early part of the course.

## **Teaching Assignments:**

- |                              |                    |          |
|------------------------------|--------------------|----------|
| 1. Rhythm Movement           | Chapter 19         | Pangrazi |
| 2. Manipulative              | Chapter 17         | Pangrazi |
| 3. Locomotor & Non-Locomotor | Chapter 15, 16, 22 | Pangrazi |

## **Workbook Assignments:**

Workbook chpts. 1,2,3,4,5,6,7	quiz 9/12
Workbook chpts. 8,9,10,11,12,13,14	quiz 10/10
Workbook chpts. 15,16,17,18,19,20,21,22	quiz 11/7
Workbook chpts. 23,24,25,26,27,28,29,30	quiz 12/3

## Performance Outcomes

1. To understand how children can learn and develop and can provide learning opportunities that support their intellectual, social, personal and physical development.
2. To understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
3. To develop plans for instruction based on knowledge of subject matter, students, the community, and curriculum goals.
4. To understand the importance of contextual and experimental learning to the success of students and is capable of demonstrating connections between academic learning and the skills required in the present and future workforce.
5. To provide competence for the delivery and evaluation of planned learning activities which are developmental, sequential, and are based on content standards in the area of personal health and fitness, including the understanding of the principles and components of health-related physical fitness.
6. To provide competence for the delivery and evaluation of planned learning activities which are developmental, sequential, and are based on content standards in the area of personal health and fitness, including societal issues, including the knowledge and skills needed to teach prevention and intervention strategies, including risk and protective factors and the building of self-esteem and resiliency.
7. To provide an exposure to a variety of movement forms in the psychomotor domain to include: fundamental manipulative, locomotor, nonlocomotor, motor skills and exercises; lead-up games, team sports and games; mass games and activities; rhythms and dance.
8. To provide knowledge and skill in organizing, planning, administering, and evaluating the total health enhancement curriculum including the relationship between health enhancement and the total curriculum; and to provide good communication skills in advocating for the importance of the health enhancement curriculum to other school personnel, parents, community agencies, and public.
9. To provide competence in working with students with disabilities including: administering programs; identification of common physical and mental disabilities; and prescription of adapted programs specific to individual disabilities.

**Self-Analysis due:** 11/26 class time  
 Any papers turned in later than the end of class period time will have two points subtracted from the total point value for each day it is late. Place word count at the end of the typed words.  
 Electronic submission is requested.

**Visitations due:** 10/26 class time  
 11/21 class time  
 Any papers turned in later than the end of class time will have two points subtracted from the total point value for each day it is late.  
 Place word count at the end of the typed words. Electronic submission is requested.

Any assignments that are submitted electronically will be confirmed with a short reply in no more than 2 days. If you do not receive a reply in two days, please resubmit your assignment attached to the original dated email.

**Teaching Assignments**, when missed, cannot be made up. Our tight schedule will not allow makeup dates. Please do all you can to meet your teaching obligation.

Our time in the gym is important. Class roll will be taken for the gym sessions. Three points will be subtracted from total number of points earned for the semester for each absence in the gym. For example, if you have 324 points for the semester and you are absent 2 times, your total is 318 points. Unfortunately, the final letter grade dropped from a B- to a C+.

**Tests:**  
 Blue books are necessary for the two tests. Please purchase or arrange for your blue books prior to class time. It depends on the length of your answers and how large you write, but I feel you should be able to get by with just one blue book per test. Please use black or blue pen for your test as well. Also, write like you want someone else to read it.

<b>Evaluation</b>	<b>Date</b>	<b>Points</b>	<b>Grading</b>
Quiz OBMSI	9/26	30	357-380 = A
Notes TEST 1	10/15	50	350-357 = A-
Notes TEST 2	Finals Week	50	342-349 = B+
Workbook Quiz 1		25	327-341 = B
Workbook Quiz 2		25	319-326 = B-
Workbook Quiz 3		25	311-318 = C+
Workbook Quiz 4		25	295-310 = C
Self-Analysis	11/26	10	287-295 = C-
Teachings	3@30	90	below 287 = D
Visitation	10/26 & 11/21	30	
Pedometer		<u>20</u>	
		380	

## SECOND TEST/EXAM WEEK

<b>8:10 -- 9:30am</b>	<b>WEDNESDAY</b>	<b>December 11</b>	<b>10:00 – 12:00 NOON</b>
<b>9:40 – 11:00am</b>	<b>TUESDAY</b>	<b>December 10</b>	<b>10:00 – 12:00 NOON</b>

If you cannot take the second test on the determined date above, you must see me and make arrangements by November 25, no exceptions.

## TENTATIVE course schedule

T	8/27	Course overview/goals of course/accelerometer
TH	8/29	Value of Health Enhancement/Objectives of Health Enhancement
T	9/3	Legal Liability/accelerometer
TH	9/5	Legal Liability/Parts of PE lesson/maps
T	9/10	Learning Motor Skills
TH	9/12	<b>Workbook Quiz #1</b> /evaluation sheet/maps
T	9/17*	Rhythm lesson 1 demonstration/squad assignment/introductory activities
TH	9/19	Objective Based Motor Skill Instrument/Lesson Plan introduction
T	9/24*	OBMSI practical/accelerometer/maps
TH	9/26	OBMSI quiz/info/maps
T	10/1*	Lesson 1: Group A
TH	10/3*	Lesson 1: Group B
T	10/8*	Manipulative Lesson 2 demonstration/accelerometer
TH	10/10	<b>Workbook Quiz #2</b>
T	10/15	<b>TEST I</b>
TH	10/17*	Locomotor/Nonlocomotor Lesson 3 demonstration/maps
T	10/22	Catch up day
TH	10/24*	Lesson 2: Group B/accelerometer
T	10/29*	Lesson 2: Group A
TH	10/31	Instruction & demonstration cues/maps
T	11/5	Election Day : no classes
TH	11/7	<b>Workbook Quiz #3</b> / Flow
T	11/12	Feedback (lecture)/ What is a good teacher?/accelerometer
TH	11/14*	Lesson 3: Group A
T	11/19*	Lesson 3: Group B
TH	11/21	Time Line Analysis/maps
T	11/26	Observing & analyzing students/managing students
TH	11/28	No class Thanksgiving
T	12/3	Effective Teaching Strategies/ <b>Workbook Quiz #4</b>
TH	12/5	Effective Teaching Strategies

\* = FRC day, go straight to the FRC for class.