

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2012

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 353

Course Title: Health and Physical Education Methods for Elementary Teachers

Reason for initiating, revising, or canceling:

This course was developed to complement other School of Education method courses and be consistent with the Public School System (PSS) content needs. The content needs include the following curriculums: Physical Education curriculum to enhance general development of growth and adapted physical education skills for students with special needs; and Health curriculum to acquire knowledge and understanding of how nutrition, stress, and other environmental and lifestyle factors can contribute to an overall wellness of children.

Roland Merar

Proposer

Date

Jose Herrera, Acting Director, School of Education

Department Chair

Date

Barbara Merfalen

Dean of Academic Programs and Services

Date

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Course Guide

Course: ED 353 Health and Physical Education Methods for Elementary Teachers

1. Department

School of Education

2. Purpose

This course is designed in conjunction with the other School of Education (SOE) courses and Public School System (PSS) requirements to give teachers-in-training, the content, skills, standards and benchmarks they need when they teach Physical Education in the Commonwealth of the Northern Mariana Islands (CNMI). This course is required for the Bachelor of Science in Education with a concentration in Elementary Education.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Sports, Play, and Active Recreation for Kids (SPARKS), Reducing the Risks (RTR), Growing Healthy, and other borrowed health and physical education textbooks.

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** 1 hour
3. **Other:**

C. Credits

1. **Number:** 4
2. **Type:** Regular degree credits

D. Catalogue Course Description

This course is designed in conjunction with other School of Education (SOE) courses and Public School System (PSS) requirements to give teachers-in-training, the content skills, and curriculum they will be using in the future elementary classrooms. This course includes the following PSS approved curriculum – Reducing the Risks (RTR), Growing Healthy, and Sports, Play, and Active Recreation for Kids (SPARKS). The component of this course includes how to work with students with special needs or disabilities in a regular Physical Education Program or Adaptive Physical Education Program.

Prerequisites: All core courses and general education requirements with a “C” or better, ED 370, or permission of the Director of School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring)

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E. Degree or Certificate Requirements Met by Course

ED 353 is required for the Bachelor of Science in Education with a concentration in Elementary Education.

F. Course Activities and Design

This course incorporates standardized curricula, teach backs, and 30 hours of lab to be at an assigned CNMI school.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): All core courses and general education requirements with a "C" or better, ED 370, or permission of the Director of the School of Education.

English Placement Level: EN 202

Math Placement Level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 4-credit course and any applicable fees.

Cost to the College: Instructor's salary and mileage to school site if necessary.

Instructional resources needed for this course include: SPARKS, copies of The Facts of Life, sports equipment and materials, chart papers, etc.

6. Method of Evaluation

Student learning will be based on a pre-design rubric, teach backs, projects, and completion of 30 hours lab work.

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 An Introduction to Adapted Physical Education and Sports
 - 1.1 Definitions
 - 1.2 History
 - 1.3 Relevant court cases and laws
 - 1.4 Contemporary status

- 2.0 Planning and Developing Individualized Adapted Physical Education Program
 - 2.1 Components of an individualized education program (IEP)
 - 2.2 Measuring and assessing students
 - 2.3 Criteria for eligibility for adapted physical education and sport
 - 2.4 Teaching in inclusive setting

- 3.0 Instruction and Behavior-Management Strategies
 - 3.1 General Education styles and strategies
 - 3.2 Teaching styles and adopted physical education
 - 3.3 Ways of facilitating skill acquisitions
 - 3.4 Behavior-management approaches emphasized in adapted physical education

- 4.0 An Introduction to SPARK Physical Education Curriculum
 - 4.1 Introduction
 - 4.2 Organization and class management
 - 4.3 Inclusion
 - 4.4 Inclement weather/limited space activities
 - 4.5 Warm up/cool down
 - 4.6 Muscular strength and conditioning
 - 4.7 Personal best day
 - 4.8 The first week: Management lesson 1-3
 - 4.9 The second week: Management lesson 4-6

- 5.0 Grades K-2 Instructional Units
 - 5.1 SPARK starters
 - 5.2 Geat games
 - 5.3 Bean bag boogie
 - 5.4 Parachute parade
 - 5.5 Happy hopes
 - 5.6 Jumping for joy
 - 5.7 Having a ball
 - 5.8 Let's hit it

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- 5.9 Dance with me
- 5.10 Super kids stunt
- 5.11 Teacher led exercise

8. Instructional Goals

This course will introduce students to:

- 1.0 An overview of the growing healthy curriculum;
- 2.0 Concerns and issues of students general health in school locally and globally;
- 3.0 The contribution physical education and physical activities to the growth and development of children and to improve levels of fitness;
- 4.0 Roles of exercise and nutrition in weight management;
- 5.0 Assessment of physical education activities of a student requiring adapted physical education;
- 6.0 Current concepts and trends of adapted physical education; and
- 7.0 Overview of the SPARKS physical education curriculum.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Identify and describe the growing healthy curriculum and its main objectives;
- 2.0 Identify and explain various concerns and issues of health in school locally and globally;
- 3.0 Explain how physical education and physical activities contribute to the growth and development of children and to improve levels of fitness;
- 4.0 Identify and explain the roles of exercise and nutrition in weight management;
- 5.0 Demonstrate the ability to successfully implementing an adapted physical education program to a student with disability;

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- 6.0 Demonstrate the ability to modify physical education activities to meet student needs and abilities;
- 7.0 Demonstrate ways to transfer information of the existing standardized curricula into future classroom;
- 8.0 Demonstrate and teach skill necessary to implement an effective elementary school physical education program;
- 9.0 Demonstrate effective teaching techniques of a appropriate physical education activities and motor skills as described by the SPARKS physical education program; and
- 10.0 Demonstrate an understanding of the contribution of physical education in the over education of children.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Teach backs in which students teach growing healthy curriculum – nutrition, behavior, and physical fitness;
- 2.0 Demonstrate an understanding of behavioral issues in schools – refusal skills, delaying tactics, and social skills;
- 3.0 Practicum in adapted physical education in a school;
- 4.0 Teach backs in which students teach the main activities and motor skills incorporated in the standardized SPARKS physical education program; and
- 5.0 Evaluation by the instructor and class members using the provided rubrics.