Course Outline

Curriculum & Pedagogy in Intermediate/Senior Health & Physical Education 5220

Monday & Wednesday at 8:30 am
Gymnasium

Instructor: Linda Findley  
Office: Gymnasium office
E-mail: lfindley@uwo.ca or lindafindley@rogers.com
Office hours: Mon 10:30 am-12:00 pm

Course Coordinator: Dr. Margaret McNay  
519-661-211 ext 88558  mmcnay@uwo.ca

Course Description:

An examination and application of instructional theories, teaching strategies and evaluation techniques for secondary school physical and health education. Approaches to curriculum development and the evaluation of resource materials will be examined. Student motivation and diversity, and classroom management also will be addressed.

Learning Outcomes:

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<tr>
<th>Course Activity</th>
<th>Knowledge Outcome</th>
<th>Performance Outcome</th>
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<td>During the course, students will:</td>
<td>so that at the end of the course they will know and understand</td>
<td>and be able to</td>
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<tr>
<td>1) develop an understanding of the activity-based PHE curriculum</td>
<td>- the importance of learning basic physical skills</td>
<td>- plan interesting and fun physical literacy lessons</td>
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<td>- that physical activity is an active learning experience</td>
<td>- plan student-centered physical and health activities as demonstrated by Assignment #1</td>
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<td>- that physical activity can include fun as well as learning and reinforcing skills</td>
<td>Direct &amp; Inquiry Teaching Lessons</td>
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<td>2) prepare activity-based physical education units as</td>
<td>- how to prepare units that work from a basic knowledge skill to a level of higher learning in an activity based environment</td>
<td>- implement those lessons and units as demonstrated in Assignment #3 Unit Planning in a safe, well managed environment</td>
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3) design a number of life style PE units
- the importance of lifelong learning based in active participation
- share with students lifelong activity skills as demonstrated in Assignment #4 Plan an Event

4) prepare health units that address the needs of adolescents and meet curriculum expectations
- the importance of knowledge in health topics
- the step by step components of an unit
- deliver age appropriate health lessons so that students can make knowledgeable decisions as demonstrated in Assignment #2 Health Fair

Course Content:

The content of secondary school physical and health education will be explored through the various pedagogical demands found in a curriculum that includes health, fitness, games, gymnastics, and dance activities suitable for a wide range of learning capabilities. Cultural conceptions of the physical health activity experiences of young people will be examined through readings, videos, and discussions. Various assessment and evaluative techniques will be introduced. You are encouraged to use class readings, newspaper articles, professional literature, your own writing, recollections of school experiences, class discussions, and school based teaching activities as you explore what it means to teach physical and health education in Ontario schools.

Course Materials:

Suggested textbook:

Provided online only:
Ontario Ministry of Education Curriculum Documents for grades 9 – 12 Physical and Health Education

Assignments and Other Course Requirements:

TERM ONE: SEPTEMBER-DECEMBER 2016

Participation: Consistent attendance, on time, appropriate dress and participation in activity, responsible group and individual contributions

DUE: On-going

Assignment#1: Reflection on Direct & Inquiry Teaching
Due: Monday Oct 3, 2016

Assignment #2: Health Assignment
DUE: Wednesday Nov 2, 2016

2016/17 Curriculum & Pedagogy in Intermediate/Senior Health and Physical Health Education 5220
TERM TWO: JANUARY-MARCH 2017

Assignment #3: Unit Plan and Presentation  
DUE: Wednesday Feb 1, 2017  
20%

Assignment #4: Planning an Event  
DUE: Monday Feb 27, 2017  
25%

TOTAL = 100%

Policy Statements:

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice
about plagiarism and how to avoid it can also be found here:

Plagiarism-Checking:
\( a. \) All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)
\( b. \) Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on 'vibrate' or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

\textbf{NOTE:} Do \underline{NOT} leave any valuables in the change room.

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\textbf{SUPPORT SERVICES} \\
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A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services. \\
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\textbf{FINANCIAL ASSISTANCE:} Registrarial Services (http://www.registrar.uwo.ca) \\
\textbf{WRITING SUPPORT:} Student Development Centre (http://www.sdc.uwo.ca/) \\
\textbf{LEARNING SKILLS SUPPORT:} Student Development Centre (http://www.sdc.uwo.ca/) \\
\textbf{INTERNATIONAL STUDENTS:} Student Development Centre (http://www.sdc.uwo.ca/) \\
\textbf{ABORIGINAL STUDENTS:} Student Development Centre (http://www.sdc.uwo.ca/) \\
\textbf{STUDENTS with DISABILITIES:} Student Development Centre (http://www.sdc.uwo.ca/) \\
\textbf{SOCIAL & CULTURAL ISSUES:} University Students’ Council (http://westernusc.ca/services/). \\
\textbf{EMOTIONAL or MENTAL DISTRESS:} Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help. \\
\textbf{B.Ed. PROGRAM ISSUES:} zuber@uwo.ca, Teacher Education Office, room 1166 \\
\textbf{NEED HELP but not sure what to do:} zuber@uwo.ca, Teacher Education Office, room 1166 \\
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