



EFFECTIVE: SEPTEMBER 2005

CURRICULUM GUIDELINES

A. Division: **Academic** Effective Date: **September 2005**

B. Department /
Program Area: **Science & Technology**
Sport Science

Revision New Course

If Revision, Section(s)
Revised:
Date of Previous Revision:
Date of Current Revision:

C: **SPSC 5395** **D:**

M: Course Objectives / Learning Outcomes

After having completed the course as outlined below, students will be able to demonstrate:

1. effective teaching strategies and evaluation procedures for games taught in elementary physical education,
2. understanding of games classification systems and their application to the teaching of games in elementary physical education,
3. understanding of the difference between pedagogical approaches emphasizing (1) teaching games for understanding and (2) skill development,
4. teaching progressions for skill and tactical development in a selection of games taught in elementary education,
5. effective lesson planning and/or unit planning for teaching of games in elementary physical education, and
6. identify a number of games resources available to aid in the teaching of games curriculum.

N: Course Content:

1. Games in elementary physical education
 - 1.1. History
 - 1.2. Purpose
 - 1.3. Benefits
 - 1.4. Games curriculum in British Columbia
2. Approaches to teaching games in elementary physical Education
 - 2.1. Teaching Games for understanding
 - 2.1.1. Cooperative learning approach
 - 2.1.2. Problem-solving approach
 - 2.1.3. Tactical approach
 - 2.2. Traditional approach
3. Designing games lessons
 - 3.1. Learning domains
 - 3.1.1. Cognitive
 - 3.1.2. Motor
 - 3.1.3. Affective
 - 3.2. Instructional tools
 - 3.2.1. Task Analysis
 - 3.2.2. Positive specific feedback
 - 3.2.3. Direct and indirect questioning
 - 3.3. Drills
 - 3.4. Mini-games
4. Understanding basic structure of all games
 - 4.1. Target
 - 4.2. Fielding
 - 4.3. Net/Wall
 - 4.4. Territory
5. Modifying games
 - 5.1. Developmentally appropriate
 - 5.1.1. Formative games
 - 5.1.2. Innovative games
 - 5.1.3. Inclusion games
 - 5.2. Games structure
 - 5.3. Games degree of difficulty

<p>6. Planning for instruction in elementary physical education</p> <p>6.1. Unit plan</p> <p>6.1.1. Developmentally appropriate</p> <p>6.1.2. Learning domains and objectives</p> <p>6.1.3. Task analysis and content progression</p> <p>6.1.4. Physical education context</p> <p>6.1.5. Assessment</p> <p>6.2. Lesson plan</p> <p>6.2.1. Time and class management</p> <p>6.2.2. Task presentation and structure</p> <p>6.2.3. Communication</p> <p>6.2.4. Instructional information</p> <p>6.2.5. Use of questions</p> <p>6.2.6. Review and closure</p>												
<p>O: Methods of Instruction</p> <p>Lectures</p> <p>Discussion Groups</p> <p>Practical Applications</p> <p>Field Observation</p>												
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided on the <i>Instructor's Course Outline</i>, which is available to students at the beginning of each semester.</p>												
<p>Q: Means of Assessment</p> <p>The selection of evaluation tools for this course is based upon:</p> <ol style="list-style-type: none"> 1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations. 2. A developmental approach to evaluation that is sequenced and progressive. 3. Evaluation is used as a teaching tool for both students and instructors. 4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation. <p>The following is presented as an example assessment format for this course</p> <table data-bbox="284 1291 641 1480"> <tr> <td>Participation</td> <td>10%</td> </tr> <tr> <td>Microteaching lessons</td> <td>30%</td> </tr> <tr> <td>Journal</td> <td>20%</td> </tr> <tr> <td>Class observations</td> <td>20%</td> </tr> <tr> <td>Unit Plan</td> <td><u>20%</u></td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Participation	10%	Microteaching lessons	30%	Journal	20%	Class observations	20%	Unit Plan	<u>20%</u>	Total	100%
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Total	100%											
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Yes</p>												

Laura G. Farres
 Course Designer(s)

Education Council / Curriculum Committee
 Representative

Dean / Director

Registrar