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Course outline for PED 2810

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Course outline for PED 2810

Abstract

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Keywords

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**KEAN UNIVERSITY
UNION, NEW JERSEY**

**LESSON PLAN DESIGN AND IMPLEMENTATION
IN HEALTH AND PHYSICAL EDUCATION**

Course Number: PED 2810

Semester Hours: One

Prerequisites: None

Limitations on enrollment: 20

Course Designation(s):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Elective | <input checked="" type="checkbox"/> Required for physical education teacher certification |
| <input type="checkbox"/> Experimental | <input type="checkbox"/> Continuing Education |
| <input type="checkbox"/> Distance Learning Course | |

Catalog Description

This course will prepare teacher candidates with the ability to apply basic educational theory to plan and design developmentally appropriate lessons aligned with national and state standards in K-12 health and physical education. [FA20].

**KEAN UNIVERSITY
UNION, NEW JERSEY**

**PED 2810: LESSON PLAN DESIGN AND IMPLEMENTATION
IN HEALTH AND PHYSICAL EDUCATION**

I. INTRODUCTION

Conceptual Cornerstones is the name of Kean University's College of Education's foundational statement of goals for its preparation of future educators. The statement represents a collaborative synthesis of the thinking of the College's faculty and was formally adopted in the Summer of 2014. The learning by teacher education candidates in the College of Education is based upon a foundation of four philosophical constructs, the Conceptual Cornerstones:

- A. 21st Century Skills
- B. Equity and Diversity
- C. The Whole Learner
- D. Global Competencies

Generally, the Conceptual Cornerstones are enacted when candidates demonstrate knowledge, skills, and dispositions in the following five domains:

- I. Academic Content Knowledge and Planning for Learning
- II. Clinical Partnerships and Environments for Learning
- III. Instructional Practice for Learning
- IV. Professional Development and Values for Learning
- V. Networks for Learning

II. STUDENT LEARNING OUTCOMES

In this course, students will be able to:

- A. identify instructional learning theories that support proper lesson design, implementation, and assessment to foster student learning in K-12 health and physical education. (Domains I, II, III, IV)
- B. develop instructional lesson plans aligned with local, state, and national standards and grade-level outcomes in K-12 health and physical education (Domains I, III)
- C. select instructional appropriate teaching models aligned with local, state, and national standards and grade-level outcomes in K-12 health and physical education (Domains II, III)
- D. create and select appropriate assessments to monitor and support student learning in health and physical education. (Domains I, II, III, IV)

III. COURSE CONTENT

A. Educational theory

1. Maslow's hierarchy of needs
2. Bloom's taxonomy
3. Social cognitive theory
4. Spectrum theory-landmark styles

B. Lesson Plan Design

1. Central focus
2. Grade/duration of a lesson
3. Subject and lesson number and title
4. Standards and grade-level outcomes
5. Learning objectives
6. Instructional resources, materials, and technology
7. Language demand
8. Prerequisite skills and prior knowledge
9. Safe learning environment
10. Planned instructional supports to address language demands
11. Planned supports to varied student learning

C. Lesson Plan Implementation Design

1. Traditional model
2. Tactical games model
3. Skills-based model
4. Group fitness model
5. Strength and conditioning model
6. Adventure-based education model

D. Assessment

1. Formative assessments
 - a. formal
 - b. informal
2. Summative assessments
 - a. formal
 - b. informal

IV. METHODS OF INSTRUCTION

A. Lectures accompanied by electronic and digital technology media

B. Whole-class discussions

C. Small-group discussion

D. Paired activities

E. Individualized activities

V. METHODS OF ASSESSMENT

A. Written quizzes – mastery of Student Learning Outcomes (A)

B. Written lesson plans- mastery of Student Learning Outcomes (B-D)

C. Whole class participation- mastery of Student Learning Outcomes (A-D)

VI. SUGGESTED TEXTS

*Mayer, R. (2011). *Applying the science of learning*. Boston, MA: Pearson Education.

*Rueda, R. (2011). *The 3 dimensions of improving student performance*. NY: New York Teachers College Press.

*SHAPE America. (2014). *National standards and grade level outcomes K-12 physical education*. Reston, VA: Author.

*Indicated most recent publication for this course

Open Education Resources

Alperin, H., & Benes, S. (2019). Health education in the 21st century. *Journal of Physical Education, Recreation, and Dance*, 90 (7), 27-37.

<https://www.shapeamerica.org/uploads/pdfs/2019/publications/joperd/Health-Education-in-the-21st-Century.pdf>

Krathwohl, D. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41 (4), 12-218.

https://ocw.metu.edu.tr/pluginfile.php/9009/mod_resource/content/1/s15430421tip4104_2.pdf

New Jersey Department of Education. (2014). New Jersey student learning standards for comprehensive health and physical education Retrieved from <https://www.nj.gov/education/cccs/2014/chpe/standards.pdf>

Society of Health and Physical Educators of America. (2014). National standards and grade level outcomes K-12 physical education. Reston, VA: Author.

<https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

VII. BIBLIOGRAPHY

A. Current

Benes, S., & Alperin, H. (2019). *Lesson planning for skills-based health education: meeting secondary-level national standards*. Champaign, IL: Human Kinetics.

Gossett, M. (2019). *Lesson plans for the elementary PE teacher: A developmental movement education and skill-themes framework*. New York, NY: Routledge, Taylor & Francis Group.

B. Seminal

Krathwohl, D. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41 (4), 212-218.

https://ocw.metu.edu.tr/pluginfile.php/9009/mod_resource/content/1/s15430421tip4104_2.pdf

C. Internet:

CDC Healthy Schools

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Kids Health

https://classroom.kidshealth.org/?WT.ac=ms_tab

New Jersey Association for Health, Physical Education, Recreation and Dance

www.njapherd.org

Spectrum of Teaching Styles

<https://spectrumofteachingstyles.org/>

The Health Teacher: Valid Resources for The Next Generation

<http://thehealthteacher.com/>