



*Saili Le Atamai*

**ACADEMIC AFFAIRS DIVISION**

Office of the Dean of Academic Affairs

**INSTRUCTIONAL COURSE APPROVAL FORM**

Date \_\_\_\_\_

Course Title PHYSICAL FITNESS EDUCATION FOR ELEMENTARY  
SCHOOL TEACHERS

Course Code (Alpha and Number) ED 350

**ROUTING SIGNATURES AND DATE**

1. Initiator \_\_\_\_\_

2. Academic Department Chair: \_\_\_\_\_

3. Dean, Academic Affairs: \_\_\_\_\_

4. Curriculum Committee: \_\_\_\_\_

5. Dean, Academic Affairs: \_\_\_\_\_

6. Vice President: \_\_\_\_\_

Approved  Disapproved  Approved with the following recommendations:

\_\_\_\_\_  
\_\_\_\_\_  
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## AMERICAN SAMOA COMMUNITY COLLEGE INSTRUCTIONAL COURSE APPROVAL FORM

Department: Education      Instructor: \_\_\_\_\_  
 Course Alpha/Number: ED 350      Course Title: Physical Fitness Education  
for Elementary School Teachers

Check One:     New Course Proposal      \_\_\_\_\_ Course Revision

Total Credits: 4      Lecture:     Laboratory     Maximum Class Size: 25

**CATALOG COURSE DESCRIPTION:**

This Physical and Health Education methods course will first identify the basic motor skills by examining current research on physical fitness and concurrence with the National Standards. The course will engage the teacher and students to demonstrate physical activities that are appropriate for the growing child. In addition, this course will tie together a holistic approach of covering life's pertinent health issues. Teachers will discuss health behaviors with students in an attempt to help students create a pre-intervention of a healthy life. Teachers will strengthen their teaching skills by warming up, playing with, supervising, demonstrating, and motivating students to a holistically healthy life style.

**COURSE RATIONALE:**

This Physical Fitness Education course for Elementary School Teachers is a critical course for the beginner teacher. Children in Elementary grades need to pay more attention to their developing bodies. Modeling a fun and healthily physical education program and reinforcing it with a total quality health perspective it is our intent to engage the students to proper health education early in life.

**PRE-REQUISITE(S):**

AA Degree, Post AA/ AS Education Certificate

**Textbook(s) / Reference book(s)**

Dynamic Physical Education for Elementary School Children  
 Robert Pangrazi, Victor Dauer. MayfiAllyn and Bacon,  
 Fifth Edition, 2001.  
 ISBN # 0-02-390691-X

Content Knowledge. John Kendall and Robert Marzano.  
 Educational Laboratory. Aurora, CA  
 ISBN # 0-87120-301-4

**Approval of Textbook**

\_\_\_\_\_  
 Department Chairperson

\_\_\_\_\_  
 Curriculum Committee

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 Dean of Academic Affairs

**Special supplies / Equipment**

Computer and required software,  
 Internet, chalk, Xeroxed materials,  
 poster paper, and markers, TV/VCR,  
 masking tape.

**Approval for Supplies / Equipment**

\_\_\_\_\_  
 Department Chairperson

\_\_\_\_\_  
 Curriculum Committee

\_\_\_\_\_  
 Dean of Academic Affairs

## STUDENT LEARNING OUTCOMES

### Student Competencies

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

- 1.1 Identify current research and National and Local Standards of Education for teaching elementary grades Fitness and Physical Education courses;
- 1.2 Plan a Unit Lesson Plan for Physical Fitness Education;
- 1.3 Describe a variety of appropriate instructional methods for elementary Physical Fitness Education;
- 1.4 Identify and demonstrate physical activities that motivate and stimulate proper fitness;
- 1.5 Assess the skill proficiency levels of children in their physical education class and design movement exercises appropriate for their grade level;
- 1.6 Demonstrate strategies for teaching movement concepts and developing skill themes;
- 1.7 Describe strategies for including children with special conditions into physical fitness;
- 1.8 Examine Health Curriculum such as “Teenage Health Teaching Modules, (THTM) and other curriculum programs;
- 1.9 Examine Cognitive, Psychosocial, and Physical Development as according to Jean Piaget, Erik Erikson, and Lawrence Kohlberg.
- 1.10 Explain and discuss problem solving issues with students and develop problem solving real life health issues in the classrooms;
- 1.11 Develop classroom activities, as well as on the play field activities that will help students develop physically, socially, and morally along with their fellow classmates.

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## TOPICAL COURSE OUTLINE

Course Outline:

- 1. Understand personal fitness with the Education Standards**
  - 1.0 Understand the relationship of family health to individual health
    - 1.1 Understand the role of parents and the extended family in supporting a strong family and promoting the health of children, e.g., values, religious beliefs, behaviors.

- 1.2 Know community health service providers and their roles
- 1.3 Know how to maintain and promote personal health
- 2.0 Know environmental and external factors that affect individual and community health
  - 2.1 Identify environmental health hazards that has cause illness and deaths as a result of exposure
  - 2.2 Understand essential concepts about the prevention and control of disease
  - 2.3 Understand aspects of substance use and abuse
  - 2.4 Understand health issues that impact our daily lives
  - 2.5 Understand the Holistic Approach to Health and Fitness
- 3.0 Learn and Identify problem solving strategies and activities that will help student solve problems
  - 3.1 Identify emotions and personal feeling that are hurt in our day to day

## **2 Instructions for Physical Educations for the Elementary Grade Levels**

- 4.0 Introduction to Elementary School Physical Education
  - 4.1 What is Physical Education Programs
    - 4.1.1 Objectives of Physical Education Programs
    - 4.1.2 The evolution of Elementary School Physical Education
    - 4.1.3 Physical Education Programs today
- 5.0 Physical Activities and the Growing Child
  - 5.1.1 The need for physical activities
  - 5.1.2 The Growing Child
  - 5.1.3 Children in Organized Sports Activities
  - 5.1.4 Physical Education and Intellectual Development
  - 5.1.5 Guidelines for Exercising Children Safely

## **3 Instructional Planning and Preparation**

- 6.0 The Basis for Learning Motor Skills
  - 6.1 Current skills performance and information processing
  - 6.2 Motor Learning Principles
  - 6.3 Mechanical Principles Involved in Skills Performance
  - 6.4 Application of Mechanical Principles

- 7.0 Developing a Physical Education Curriculum
  - 7.1 The Elementary School Physical Education Curriculum Committee
  - 7.2 Writing the Curriculum Guide
  - 7.3 Essential Elements of Instructions
- 8.0 Establishing and Maintaining an Environment for Learning
  - 8.1 Communicating with the Learner
  - 8.2 Developing Listening Skills
  - 8.3 Enhancing the Clarity of Communication
  - 8.4 Demonstrating and Modeling Skills
  - 8.5 Using Instructional Cues
  - 8.6 Maintaining a Productive Class
  - 8.7 Providing Meaningful Instructional Feedback
- 4 Classroom Management and Organization**
- 9.0 Effective Management and Discipline Techniques
  - 9.1 Planning for the Prevention of Behavior Problems
  - 9.2 Class Management Skills
  - 9.3 Modifying and Maintaining Desirable Behavior
  - 9.4 Systematic Approaches for Decreasing Undesirable Behavior
- 10.0 Children and Disabilities
  - 10.1 Screening and Assessment
  - 10.2 Development of the IEP
  - 10.3 Least Restrictive Environment (IDEA)
  - 10.4 Utilizing Microcomputer Services
  - 10.5 Parental Support
  - 10.6 Programs for Children with Special needs
  - 10.7 Collaborative reporting procedures
  - 10.8 The parent/child/teacher conference

**Practicum**

Each and every student is required to enroll concurrently to ED 350P (Practicum) a one-credit course that places the student in the classroom and on the play field observing and participating with the children’s organized physical fitness program and games. A letter addressed to the School Principal and Master Teacher is prepared for ED 350P student when they conduct their Practicum’s. In addition to the Letter of introductory the student Evaluation form that will be used by the Master Teacher for the end of semester evaluation. Each Student will meet with the Instructor of the ED 350 course to work out the Practicum Field experience.

**Objective:**

Students will be able to:

1. Observe children learning in the classroom or on the play field;
2. Practice learned basic teaching strategies;
3. Observe the Master Teacher handling everyday disturbances that occurs in the classroom or on the play field;
4. Demonstrate teaching skills with the elementary grade school children;
5. Observe and recognize developmentally appropriate teaching strategies

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**EVALUATION METHODS**

90 to 100	A	Attendance/Participation .....	20%
80 to 89	B	Mid-term.....	20%
70 to 79	C	Final.....	20%
60 to 69	D	Reaction Papers .....	20%
50 to 59	F	Portfolios.....	20%