

California State University, Northridge
Michael D. Eisner College of Education
Department of Secondary Education

SED 525PE – Methods of Teaching Physical Education (3 units)

Instructor Information

- **Instructor:** Dr. Nanci Hanover, Ed.D. EMT
- **Email:** nanci.hanover@csun.edu
- **Office Hours:** By appointment
- **Cell Phone:** Please use Remind App
- **Course Location:** Redwood Hall 155 & Redwood Hall Activity Center
- **Class Schedule:** Wednesdays, 7:00 p.m. – 9:45 p.m. (Meets every other week online)

Course Description

This course is required for all students in the Physical Education Credential Program. It focuses on movement literacy from a holistic perspective, addressing psychomotor, cognitive, and affective learning domains. Activities emphasize strategies for instruction planning, active learning experiences, instructional technology, disciplinary literacy, and student assessment. The course aligns with national and state curriculum standards.

College of Education Conceptual Framework

The Michael D. Eisner College of Education is committed to **Excellence through Innovation**, emphasizing:

- Academic excellence and professional growth
- Ethical and caring professionalism
- Collaborative partnerships
- Diversity and inclusive education
- Creative and reflective practice

Student Learning Outcomes (SLOs)

Candidates will demonstrate proficiency in California's Teacher Performance Expectations (TPEs):

1. Engaging and supporting all students in learning
2. Creating and maintaining effective learning environments
3. Understanding and organizing subject matter
4. Planning instruction and designing learning experiences
5. Assessing student learning
6. Developing as a professional educator
7. Effective Literacy Instruction for All Students

California Teacher Performance Expectations (TPEs) for Physical Education

Candidates in the Physical Education credential program must demonstrate competency in the following California TPEs specific to Physical Education:

1. Engaging and Supporting All Students in Learning: Teachers should connect subject matter to real-life contexts, use a variety of instructional strategies, and promote critical thinking to engage all students. education.ucsc.edu+2ed.fullerton.edu+2ctc.ca.gov+2
2. Creating and Maintaining Effective Environments for Student Learning: Educators are responsible for establishing inclusive, safe, and supportive learning environments that promote positive interactions and student well-being. ctc.ca.gov
3. Understanding and Organizing Subject Matter for Student Learning: Teachers must demonstrate a strong grasp of subject matter, organize curriculum effectively, and adapt instruction to meet diverse student needs. ctc.ca.gov
4. Planning Instruction and Designing Learning Experiences for All Students: Educators should design instruction based on students' backgrounds, learning needs, and assessment data to ensure accessibility and relevance. inclusive.calstate.edu+2ctcexams.nesinc.com+2ctc.ca.gov+2
5. Assessing Student Learning: Teachers are expected to use various assessment methods to monitor student progress and inform instructional decisions.
6. Developing as a Professional Educator: This domain emphasizes continuous professional growth, ethical practice, and collaboration with colleagues, families, and the community.
7. Effective Literacy Instruction for All Students: Introduced in 2024, this TPE focuses on developing students' foundational literacy skills, engaging them in meaning-making, promoting language development, fostering effective expression, and enhancing content knowledge across all disciplines, including physical education.

Course Objectives

- Implement research-based best practices in PE instruction
- Create a safe and engaging learning environment
- Develop comprehensive PE unit plans
- Utilize various instructional styles
- Explore methods for teaching team sports and activities
- Assess student learning across all domains
- Apply systematic observation tools
- Prepare for the Teaching Performance Assessment (TPA)
- Engage with professional development opportunities

Required and Recommended Texts

- **Required Textbooks:** None; readings provided via links
- **Recommended Texts:** Books from Human Kinetics (see syllabus for details)

Standards and Frameworks

- [National Standards for K-12 PE](#)
- [California PE Model Content Standards](#)
- [Physical Education Framework for CA Public Schools](#)
- [Common Core State Standards for Literacy](#)

Course Assessments

Assessment	Weight (%)
Quizzes	15%
Unit Plan	40%
Classroom Management & Discipline Plan	5%
Model Lesson & Delivery	20%
Assessment Analysis	5%
Participation Reflections	15%

Key Assignments

- **Unit Plan:** Design a PE unit plan using the Backward Design model
- **Model Lesson:** Teach a 30-45 minute lesson, including cognitive, psychomotor, and affective assessments
- **Assessment Analysis:** Analyze student performance data
- **Reflections:** Submit reflections on classmates' model lessons

Grading Scale

Grade Percentage		Grade Percentage	
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	Below 59%

Late Work Policy

Students are encouraged to communicate in advance if assignments will be late or if they must miss class.

Course Schedule (Tentative)

Week	Topic	Activities/Readings	Model Lesson
1	Introduction & Course Overview	Syllabus review, discussion on movement literacy	-
2	Establishing a Safe Learning Environment	Readings on classroom management	-
3	Teaching for Learning Approach	Discussion & personal teaching philosophies	-
4	Student Motivation in PE	Group discussion on engagement strategies	Soccer
5	Motor Skills & Movement Patterns	Pedagogy and lesson plan development	Basketball
6	Cognitive Development in PE	Higher-order thinking & assessment techniques	Volleyball
7	Physical Fitness & Health Concepts	Fitnessgram & activity tracking	Track & Field
8	Quality PE Assessments	Developing objective assessments	Softball
9	Psychological & Sociological Aspects	Social responsibility in PE	Flag Football
10	Grading in PE	Developing a grading rubric	Badminton
11-14	Model Lessons	Peer teaching and lesson plan delivery	Various
15	Unit Plan Presentations	Final presentations and discussion	-

Academic Integrity

Academic dishonesty, including plagiarism and cheating, is not tolerated. Violations may result in failing the course or disciplinary action per university policies. Proper credit must be given for borrowed lesson plans or ideas.

Course content and schedule are subject to change as necessary.