

EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

			fective Date:	September 2005
Department / Program Area: SPSC 5395	Science & Technology Sport Science D: Learning Mo	If Re Da Da	Revision, Section(s) evised: ate of Previous Revision ate of Current Revision:	New Course X E: 3
Subject & Cou	rse No. Descript	tive Ti	tle	Semester Credits
Calendar Description: In this innovative and practical course, students will investigate approaches to teaching games for understanding, design units based on their investigation, and analyze the implications of pedagogical frameworks for teaching games units.				
Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Practical/lab		Н:	Course Prerequisites:	
		I:	Course Corequisites:	
			None	
		J:	Course for which this	Course is a Prerequisite
Number of Contact Hours: (per week / semester for each descriptor) Classroom = 1.5 Practical/lab = 1.5 Number of Weeks per Semester:			SPSC 5495	
		K:	Maximum Class Size:	
			30	
15				
Non-Credi X College Cr	t redit Non-Transfer redit Transfer:	ETAIJ.	S (www.bccat.bc.ca)	
	SPSC 5395 Subject & Cource Calendar Description In this innovative understanding, of frameworks for Allocation of College Creater Allocation of College Creater Cource Calendar Description Setting Classroom Practical/lab Number of Control of	SPSC 5395 D: Learning M Subject & Course No. Description: In this innovative and practical course, students will understanding, design units based on their investigat frameworks for teaching games units. Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Practical/lab Number of Contact Hours: (per week / semester for each descriptor) Classroom = 1.5 Practical/lab = 1.5 Number of Weeks per Semester: 15 PLEASE INDICATE: Non-Credit X College Credit Non-Transfer College Credit Transfer:	Program Area: Sport Science If Re Da Da SPSC 5395 D: Learning Movement Subject & Course No. Calendar Description: In this innovative and practical course, students will invest understanding, design units based on their investigation, ar frameworks for teaching games units. Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Classroom Practical/lab J: Number of Contact Hours: (per week / semester for each descriptor) Classroom = 1.5 Practical/lab = 1.5 Number of Weeks per Semester: 15 PLEASE INDICATE: Non-Credit X College Credit Non-Transfer College Credit Transfer:	Program Area: Sport Science If Revision, Section(s) Revised: Date of Previous Revision Date of Current Revision: Date of Previous Revision Date of Current

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

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	6. Planning for instruction in elementary physical ed	lucation		
	6.1. Unit plan			
	6.1.1. Developmentally appropria			
	6.1.2. Learning domains and object			
	6.1.3. Task analysis and content p	rogression		
	6.1.4. Physical education context			
	6.1.5. Assessment			
	6.2. Lesson plan			
	6.2.1. Time and class management 6.2.2. Task presentation and struct			
	6.2.3. Communication	uit		
	6.2.4. Instructional information			
	6.2.5. Use of questions			
	6.2.6. Review and closure			
0:	Methods of Instruction			
	Lectures			
	Discussion Groups			
	Practical Applications			
	Field Observation			
P:	Textbooks and Materials to be Purchased by Studen	to.		
1.	Textbooks and Materials to be Fulchased by Studen	ts		
	A list of recommended textbooks and materials is pr	royided on the <i>Instructor's Course Outline</i> , which is		
	available to students at the beginning of each semes			
Q:	Means of Assessment			
	The selection of evaluation tools for this course is based upon:			
	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.	on through such processes as sen and peer evaluation, and		
	program/ instructor evaluation.			
	The following is presented as an example assessmen	at format for this course		
	Participation 10%			
	Microteaching lessons 30%			
	Journal 20%			
	Class observations 20%			
	Unit Plan <u>20%</u>			
	Total 100%			
R:	Prior Learning Assessment and Recognition: specify	whether course is open for PLAR		
	Yes			
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Laur	ra G. Farres			
	rse Designer(s)	Education Council / Curriculum Committee		
2000	(~)	Representative		
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