

Bemidji State University

PHED 4515: DAPE Teaching Strategies

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Second in a series of three courses, DAPE Teaching Strategies provides knowledge and practical experiences necessary for future teachers to develop individual DAPE lessons based on typical and atypical motor development patterns, to deliver lesson plan content using best practice instructional strategies, behavioral interventions, safe learning environments and methods of communicating with nonverbal students. Students will teach the lesson plans to K-12 DAPE students. The course includes 30 hours of required field experience. Prerequisites: SPED 3600, SPED 3650, SPED 3655; PHED 4514.

B. COURSE EFFECTIVE DATES: 08/22/2016 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Knowledge and practical experiences in developing individual DAPE lessons based on typical & atypical motor patterns.
2. How to deliver lesson plan content (K-12) using best practice instructional strategies.
3. Behavioral interventions, safe learning environments and methods of communicating with non-verbal students.

D. LEARNING OUTCOMES (General)

1. . demonstrate content knowledge within the areas of special physical education, adapted physical education, movement education, and motor development, including skills in aquatics, dance, games, and individual, group, intramural, and lifetime sports.
2. . develop DAPE lesson plans and include how the medical, health, skeletal, and neurological conditions of their students; disabilities affect their motor learning.
3. . develop DAPE lesson plans and include how the principles of anatomical structure, physiology, and kinesiology with regard to their students with disabilities affect their motor learning.
4. . develop DAPE lesson plans and identify how learning environments support the safety and active participation of their students with disabilities.
5. . develop DAPE lesson plans and identify the impact of their students single, multiple, coexisting conditions or disabilities on motor functioning and motor skills acquisition.
6. . develop DAPE lesson plans based on a variety of evidence-based instructional resources, teaching strategies, teaching techniques and scientifically based research interventions.
7. . teach their DAPE lesson plans to prekindergarten and primary (Prekindergarten through grade 4), middle level (grades 5-8), and/or high school (grades 9-12) DAPE students with PE/DAPE teacher supervision and evaluation. Post-teaching teacher reflections identify learning and teaching improvement.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted