

Fall 2018
UWSP PHED 150

Foundations of Teaching K-12 Physical Education & Fitness

Contact Information: Justin Stoffel, M.ED

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Office Hours: by appointment

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Credits and Meetings:

Credit Hours: 3

Course Days: M & W 11:00-12:15pm

Course Location: HEC 119

FINAL EXAM: Tuesday, Dec 18 10:15-12:15PM

Course Description: Introduction to pK-12 Physical Education teaching content leading to teacher licensure in Wisconsin. Topics include teaching standards, career and professional development, best teaching practices, physical fitness in educational settings, instruction and assessment of fitness activities.

The *Introduction to K-12 Physical Education* course is required courses in the physical education concentration for teacher certification. Physical education is a broad field that has its roots in physiology, movement, pedagogy and sport. This course is designed to familiarize the student with historical, philosophical, educational, psychological, biological, sociological, and career emphases related to the field of physical education. Furthermore, this course will help the future candidates develop a personal philosophy that may be used in future professional endeavors. The course provides physical education majors with an overview of key concepts, programs, professions, issues, and trends. Content will include a general overview of the historical aspect, concepts, principals, current trends and issues involving physical education, sport and fitness.

Course Texts & Materials:

- Siedentop, D. & van der Mars, (2012) *Introduction to Physical Education, Fitness & Sport* (8thed.) H New York: McGraw-Hill Humanities/Social Sciences/L. (rental)
- *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide* (rental)
- *Moving Into the Future, National Physical Education Standards: A Guide to Content and Assessment* (recommended purchase)
- Pedometer or pedometer app
- Clothes & shoes to be active (dry pair of shoes needed for HEC facilities)

Course Objectives:

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

1. Trace the history and impact of physical education leading into the 21st century.
2. Value and promote physical education as an integral component of the K-12 school curriculum.
3. Understand what is expected of physical education majors at UWSP, and the sequence of coursework required for completing the degree, including School of Education admission policies.
4. Examine one's own beliefs, philosophy and rationale for wanting to be a physical education teacher/coach.
5. Develop an understanding of the requirements and responsibilities of being a physical educator and the critical issues facing physical educators and certified coaches in locally and nationally.
6. Develop professionalism in physical education and get involved in professional organizations like WHPE, SHAPE America, SHAPERD Club activities, and job related volunteer work.
7. Appreciate the role of the public and private school and the current issues which impact physical education (Examine the impact of racism, sexism, elitism, Title IX, as well as the sociological impact).
8. Discuss career opportunities in the field of physical education.
9. Discuss current testing practices for future teacher licensure.
10. Review and discuss the (5) "National PE Standards" (Shape America.com).
11. Begin the process of building an electronic portfolio and professional materials in support of licensure requirements for PI-34 and PE 400.
12. Improve writing, speaking, and computer skills through assignments, presentations and use of technology.
13. Demonstrate a commitment to improve his or her level of fitness and involvement in fitness-oriented activities by choosing to engage in fitness activities beyond class time. The Pedometer Log will be used to document achievement of this competency.
14. Using the results of your health-related fitness assessments and the frequency, intensity, time, and type principles to construct a personal fitness plan that improves or maintains each of the health-related components of physical fitness.
15. Access and analyze his/her level of fitness level by administering and completing the FITNESSGRAM.
16. Analyze your own lifestyle and associated behaviors and understand how various behaviors can influence wellness factors such as obesity, cardiovascular disease and cancer.
17. Develop an understanding of each of the factors (internal and external) affecting an individual's overall fitness.
18. Develop the skills and knowledge necessary to assess and analyze the fitness needs of others and plan programs that will enable those individuals to improve their fitness and wellness profiles.
19. Develop a variety of fitness skills that will provide a foundation for teaching fitness skills to others in the future.
20. Demonstrate competency in strategies to overcome barriers to physical fitness including time, resources, disability, age, socioeconomic status, gender, ethnicity, culture, and motivation.

Grade Calculation Formula:

Grades are calculated by total points earned over the course of the semester

93-100% A	90-92% A-
87-89% B+	83-86% B
80-92%B-	77-79%C+
73-76%C	70-72%C-
67-69%D+	63-66%D
Below 63% F	Example: 435 points earned out of 510= 85.2% (B)

Assignment Descriptions

Exams – 150 points

- Mid-Term Exam will cover Chapters 1-8 and is worth **75 points** (multiple choice, T/F, matching).
- Final Exam is not cumulative. Chapters covered are determined by information covered in class. **75 points**. (multiple choice, T/F, matching, short answer).

Projects- 180 points

- **Group Fitness Class Experience – 30 points**
 - Each student will participate in a group fitness class at the Allen Center. A reflection will be written and signature of class instructor will be submitted via D2L before Mid-Term.
 - Objective of project is to get active and observe of fitness instructor qualities/characteristics.
- **Fitness Trend Group Presentation*** – 50 points**
 - 2-3 Students will be grouped and assigned a current fitness trend to research.
 - Each group will create a PREZI/power point and present their findings to the class.
 - Objective of project is to research current fitness trends and decide if they are worth your time/money and if they will last. Students will also practice speaking in front of others.
- **Project Fit*** – 100 points**
 - Students will have the option of joining an intramural/club or reviewing a fitness facility during the course of the semester.
 - Students will reflect on their experience in a paper and presentation to the class.
 - The objective of the project is to get active and/or see what is available in the community to stay active.

Fitness Goals & Reflections – 80 points

- **FITNESSGRAM Testing – 15 points**
 - Students will be tested at the beginning and end of semester in the 4 areas of Health-Related Fitness via the FITNESSGRAM. Students will also learn how to administer the test.
- **Fitness Contract – 10 points**
 - After testing, students will assess what level of fitness they are at, where their strengths and weaknesses are, and what their goals are for the semester. A contract and plan for the semester will be submitted via D2L.
- **Weekly Reflections – 55 points**
 - After a contract is submitted, students will record their progress and activity each week through a reflection. Reflections will be submitted on D2L every Monday of the semester.

In-class assignments & Attendance – 100 points

Refer to directions and grading rubrics located on the D2L content page for all assignment details

Course Policies:

1. **Accommodations of Candidates with Disabilities** - UWSP is committed to providing equal educational opportunities for candidates with documented disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact Dr. Susan Rood in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: (715)346-3365*

2. **Academic Integrity** - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action. See Students Handbook

3. **Attendance** - Your *attendance and participation is a requirement* of the course and ALL students are expected to attend **ALL** class meetings. Students may miss one (1) class without penalty. **Any absence henceforth will result in 10 points deducted from the final attendance grade (100 points)** for each absence occurring past the one class absence allowance. Likewise, four (4) tardies will be considered one absence. Understanding life situations occur beyond our control (family death, flu etc.) if you must miss class, please send an email to me before the missed class or as soon as possible. Failure to meet the attendance, participation and academic standards set forth will result in:

A) Failing grade OR

B) Incomplete leading to the disqualification of moving forward in courses.

Profession Conference attendance will be permitted as an excused absence providing proof of conference attendance

4. **Examination Policy** - All candidates are required to take exams on site on the assigned dates and times. In the event of professional development conflict accommodations will be considered. Should you require testing accommodations see Accommodations of Candidates with Disabilities section.

5. **Late work:** All work is due by the D2L posting date or the BEGINNING of the class period it is assigned. If it is not received, it is considered late, and will result in a 50% grade reduction for up to 24 hours after the due date. After 24 hours, all work submitted will receive a grade of "0".

6. **Electronic Devices** - Use of cell phones, tablets, MP3 players or the alike at any time during class is strictly prohibited unless permission is provided. Phones especially, should be silenced and stored out of sight. Violations of this policy will result in a reduction of points and /or the students being dismissed from class and marked absent without warning.

7. **Risk Awareness** - Candidates should be aware that physical activity is expected as partial fulfillment of the requirements of this class. This includes participation in practice lessons taught by the instructor and/or peers. Candidates should make the instructor aware of any physical limitations that will limit participation in the class.

8. **From the office of Risk Management:** *"In the event of a medical emergency, call 911 or use red emergency phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.*

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See

www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. ^[17]_{SEP}

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point."

9. **Religious Beliefs:** Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

PED 150 - FALL 2018 Schedule (outline subject to change)

Date	Topic	Readings/Assignments DUE
Sept 05	Discuss Syllabus/D2L/Pedometers	
Sept 10	Introduction to FITNESSGRAM & Physical Best	
Sept 12	PACER test FITNESSGRAM testing	Complete Fitnessgram Scores
Sept 17	Physical Activity Behavior & Motivation	Chapter 2
Sept 19	Basic Training Principles	Chapter 3
Sept 24	Aerobic Fitness	Chapter 5 Fitness Contract due 9/17
Sept 26	Aerobic Fitness	
Oct 1	Muscular Strength & Endurance	Chapter 6
Oct 3	Muscular Strength & Endurance	
Oct 8	Flexibility	Chapter 7
Oct 10	Flexibility	
Oct 15	Nutrition	Chapter 4
Oct 17	Nutrition/BMI	
Oct 22	BMI	Chapter 8 Group Fitness Class- DUE 10/22
Oct 24	Mid-Term Review	
Oct 29	Midterm Exam (chapters 1-8)	Mid Term
Oct 31	Curriculum Development	Chapter 9
Nov 05	Curriculum Development	Fitness Topic Ideas Submitted
Nov 07	Group Curriculum Project	
Nov 12	Teaching Styles & Strategies	Chapter 10
Nov 14	Teaching Styles & Strategies Project/Multiple Intelligences Multiple Intelligences Test	
Nov 19	Teaching Styles & Strategies Project/Multiple Intelligences	Fitness Trend Project -Due 11/19
26	Fitness Trend Group Projects	
Nov 28	Fitness Trend Group Projects	
Dec 03	Fitness Trend Group Projects	
Dec 05	PACER Post Test/ FITNESSGRAM Post Testing	
Dec 10	Project Fit Presentaions	Project Fit- Due 12/10
Dec 12	Project Fit Presentations	
Dec 17	Project Fit Presentations Cont. (if necessary)/FINAL EXAM REVIEW	
Dec 18	Final Exam –DECEMBER 18 th (10:15-12:15PM)	
	Thank you for your time and effort this semester!	