

UW - Stevens Point: PED 231 Course Syllabus – Summer 2017
Physical Education for the Early Childhood and Elementary Classroom Teacher
Thursday 6/1st, 6/8th, 6/15th – 1:00 pm to 3:30 pm – HEC 101

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Office Hours: 30 minutes before and after class or by appointment;

Required Text: Pangrazi, R., Beighle, A., Pangrazi, D. (2008). *Promoting Physical Activity in the Classroom*. Pearson Benjamin Cummings. San Francisco.

Recommended: Pangrazi, R., Beighle, A., Pangrazi, D. (2008). *Activity Cards*. Pearson Benjamin Cummings. San Francisco.

CLASS SCHEDULE:

Class will meet in HEC 101 for the first hour of class. We will then move to the Berg gym for K thru 6 movement activities. Please dress appropriately for movement based activity.

PURPOSE: The purpose of this course is to provide the PED 231 student with a deeper understanding of movement education within the early childhood and elementary education classroom, including brain based activities, play safety, movement and academic integration, parental and teacher resources, and how movement education can be effectively taught to early childhood and elementary level children. As in all School of Education courses, the Wisconsin Teacher Standards will guide the work completed in this course.

Stage 1 – Desired Results

PROFESSIONAL STANDARDS/PROGRAM OUTCOMES

SUBCHAPTER II - WISCONSIN STANDARDS

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. **Content:** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Methods:** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Diversity:** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Instruction:** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communications:** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Curriculum:** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Reflection:** The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Professionalism:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

National Association of Sport and Physical Education Content Standards: (NASPE Standards)

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Enduring Understandings:

The early childhood or elementary teacher certification major will understand that...

- Activity breaks help children concentrate on academic concepts and improve classroom behavior
- Integrating movement activities into the academic school day supports Brain Based Learning
- Learning engages the whole physiology and life cycle of the child
- Wellness impacts all aspects of attendance, student learning and self efficacy

Essential Questions:

- What creates a positive classroom climate?
- How can Brain Based Learning, wellness/activity breaks and recess engage the whole physiology within the learning environment?
- How can the classroom teacher help foster wellness and promote 60 minutes of quality activity time in the day of a child?

Knowledge (Know):

The early childhood or elementary teacher certification major will/can...

- Explain/Identify important goals and big ideas for *physical activity, wellness & academic integration* and *Brain Based Learning* based on the NASPE Content Standards.
- Describe/access a variety of teaching strategies/learning activities to achieve specific goals/outcomes integrating physical activity and wellness into your academic area.
- Identify and integrate key management strategies for success during activity settings
- Describe/identify a variety of resources (books, journals, websites, videos, etc.) for achieving specific goals/outcomes in physical activity and wellness
- Integrate activity breaks into classroom settings

Skills (Able to do):

The early childhood or elementary teacher certification major will/can...

- Develop a movement education integrated lesson including multiple facets of academic integration focusing on movement within the classroom.
- Utilize resources (books, journals, websites, videos, photos, brochures, etc) for achieving specific goals/outcomes in integrating movement into academics.
- Design advocacy material focusing on the benefits of integrating movement into academics focusing on the value of play, wellness, movement and physical activity within the academic day.
- Practice movement integrated learning activities, a variety of teaching strategies and assessments that address movement education in the classroom
- Teach children activity breaks using successful management strategies

Dispositions (Value/Appreciate):

The early childhood or elementary teacher certification major will/can...

- Explain the importance of teaching knowledge, skills, and dispositions students need to effectively integrate movement integration into the classroom
- Justify the importance of utilizing movement integrated learning activities that are effective/appropriate for students with diverse backgrounds, needs and learning styles
- Write reflections that demonstrate an understanding of how movement impacts elementary students

Stage 2 – Assessment Evidence

Core Performance Task:

Goal: Build a resource file of movement integration activities, play safety, movement lessons, and professional resources.

Role: Independent learner developing a resource for your future classroom.

Audience: Professional peers, parents, administrators and elementary students

Purpose / Product: The resource file will focus on your major discipline containing age specific topics related to:

- Brain Based Learning
- Peaceful and Purposeful Playgrounds
- Model Local School Wellness Policies on Physical Activity and Nutrition Standards (2005):

As part of the resource file you will:

- Connect your activities/lessons to the Wisconsin Model Academic Standards for Movement Education and your academic areas of choice
- Develop enduring understandings and essential questions for integrating movement into academics and recess
- Utilize learning activities, resources and assessments that are effective/appropriate for integrating movement activities in a classroom of students with diverse backgrounds, needs and learning styles

Relationship to Enduring Understandings:

- The resource file will identify ideas/enduring understandings and include content, skills and dispositions integrating movement activities into the academic curriculum.
- The resource file will focus on movement education knowledge, skills and dispositions that will help students develop wellness competence for being physically active and well in a culturally diverse, society.

Other Assessment Evidence:

- Mini Break Activities
- Indoor Activity Resource
- Parent Brochure
- Playground Safety
- Integration of Physical Activity into regular curriculum
- Activity Calendar

Stage 3 – Learning Activities

Learning Activities (Describe/list the class activities in which instructor/students will engage to explore the enduring understandings/essential questions and achieve the course learning outcomes):

The early childhood or elementary teacher certification major will/can... (Course outline of events)

1. Participate in small group conversation reflecting personal experiences in elementary physical activity settings.
2. Participate in and lead students in Brain Based and/or Wellness/Activity Breaks
3. Develop a library of movement integrated children's books
4. Visit playground designed for ALL children – assess and re-structure playground to enhance activity.
5. Develop an indoor activity movement resource
6. Develop activities integrating movement and academic concepts
7. Develop a family activity calendar and a brochure promoting/explaining the concept of mini-activity breaks

ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS

I. Academic Integrity: As the semester progresses, I reserve the right to change the contents of this syllabus. Students will be notified of any changes made to the syllabus.

- i. Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another's work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

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.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with 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 Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWSP 22.03, with notification within the first three weeks of class.

II. ATTENDANCE AND PARTICIPATION

Attendance is expected in a required course. Due to the hybrid structure of this course – missing one class will result in a letter grade reduction.

III. ASSIGNMENTS, ACTIVITIES & GRADING PERCENTAGES

NOTE: No late assignments will be accepted, make sure you submit each assignment on time according to the due date. Assignments will be expected in the D2L drop box unless otherwise indicated:

PED 231 Content Area: 35% of final grade

PED 231 Classroom Participation: 30% of final grade

PED 231 Semester Project (Resource File): 35% of final grade

1) Content Area (35% of grade)

- a) There will be one article review (10 points).
- b) There will be 2 exams throughout the semester (80 total points).
- c) Each student will make 4 reflections throughout the semester (20 total points).
 - You will complete a reflection on the two lessons you lead and on two others students as assigned by the instructor.
 - The reflection will be a one page summation of: **a) what you liked about the lesson; b) how could the lesson be modified; and c) how could this student present the lesson better.**

** We may have an additional assignment(s) during the three week course.

2) Classroom Participation (30% of grade)

- a) You will be asked to plan and lead two group lessons for the class based on bringing physical education into the elementary classroom, at least one activity must be appropriate for the classroom (50 total points)
 - First lesson will be age appropriate for **grades K-3**. (20 points)
 - The second lesson will be age appropriate for **grades 4-6** BUT it also has to **INTEGRATE** a core subject area with a movement activity. (30 points)
 - You may work with a partner/group in determining which activity you would like to teach but you will be responsible to teach the lesson **ON YOUR OWN**.
 - You may use ideas from our activity cards, websites, or other resources.
 - Lessons may **NOT** be duplicated (we will sign up for activities on the D2L discussion board).
- b) All students are to be in attendance and actively participate in each lesson as you will be graded both when you are leading the lesson and when you are participating in the lesson (30 points)
 - Bring clean shoes to class – only **CLEAN** shoes will be allowed in the gymnasium during activity time.
 - **NO GUM** – GUM is not permitted while teaching or participating in physical activity.
 - Dress appropriately for physical activity in class.

3) Project: Resource File (35% of grade). Throughout the course you will build a resource file and collect resources provided on D2L, peer activities, web sources, and other resources to aid you in integrating movement activities. All resource files will be submitted on D2L by the end of the day on Monday, 6/19/17.

A) Indoor Activity Box (Chapter 2, 8) (10 pts)

- a. Develop an indoor activity box to be used for those days when the children are not able to go outside for recess or when children complete their seatwork. (Avoid board games!!!)

- B) **Playground Safety** (Chapter 3, 8) (30 pts)
- Complete one playground assessment in your local neighborhood
 - Complete playground organization project
- C) **Develop a Fitness Presentation/Brochure/Flyer to promote physical education in your classroom:** (Ch. 1-12) (30 pts)
- Integrate information from the course into a well-designed brochure/presentation for parents of your “future students.”
- D) **Activity Calendar:** (Ch. 4) (30 pts)
- You are responsible to make a “Family Activity” Calendar for an assigned month during the academic school year. (September thru May of school year 2017-18)

GRADING SCALE

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

Tentative Course Outline:

Week #1

- 6/1 - Course Outline: Expectations and Assignments
- Article Review

Week #2

- 6/8 - Exam #1: Chapter 1 thru 4
- Individual lessons
- Project work

Week #3

- 6/15 - Exam #2: Chapter 5 thru 8
- Individual lessons
- Project work

Due Dates:

Varies: Activity Sign Up - D2L discussion board

6/5/17: Article Review – D2L dropbox

6/9/17: 1st Lesson: Final Activity Design – D2L discussion board & dropbox
1st Lesson Reflections: (on yourself & another student as assigned) – D2L dropbox

6/16/17: 2nd Lesson: Final Activity Design – D2L discussion board & dropbox
2nd Lesson Reflections: (on yourself & another student as assigned) – D2L dropbox

6/19/17: Final Project due – D2L dropbox

Physical Education for the Early Childhood and Elementary Classroom Teacher:

1) Article Review - find an article that relates to:

- a. 'Overweight' children in our schools OR
- b. The need for physical education in the elementary school.
- c. Write a one page summary of the article and be ready to share the key points in class next week. Submit to D2L by Monday, June 5th by the end of the day.

2) In-Class Activity Planning

- a. Find a group of 2 or 3 students, then plan to teach a mini-activity lesson in class starting next week.
- b. You will prepare an activity design for two different in-class activities (at least one must be able to take place in the classroom).
 - i. In week 2 the activity will be age appropriate for grades k - 3.
 - ii. In week 3 the activity will be age appropriate for grades 4 – 6 AND must integrate movement concepts with a core subject area.
- c. These activity designs will include the following (**5 points for 1st lesson / 10 points for 2nd lesson**):
 - i. ACTIVITY NAME:
 - ii. PURPOSE OF ACTIVITY/SKILL LEARNED: *What skills will they be learning?*
 - iii. EQUIPMENT NEEDED: *Include number of each piece of equipment for a class of 30 students*
 - iv. GRADE LEVEL: *Make sure activity is appropriate for grade/age*
 - v. ACTIVITY RULES/DESCRIPTION: *Rules, directions, descriptions of the activity. What directions will you give? What will you be doing as an instructor during this activity?*
 - vi. CHALLENGES OR MODIFICATIONS: *How can you change the activity to challenge more skilled students and modify if for lower skilled students? Be creative!*
 - vii. RESOURCE(s) USED:
 - viii. You will find a template for this on D2L. A final copy of the activity design will be submitted on D2L by the end of the day on FRIDAY of the week in which you present in class. **This must be submitted in BOTH the discussion board and the dropbox!**
- d. You will lead the class in the activity you design. In addition to letters i, ii, v, and vi above – you should also (**15 points for 1st lesson / 20 points for 2nd lesson**):
 - i. Arrive early to set up equipment
 - ii. Use a creative and efficient grouping method
 - iii. Utilize BEST PRACTICES:
 1. Face students when speaking
 2. Reduce waiting time
 3. Distribute equipment efficiently
 4. Professional manner and dress
 5. Plan developmentally appropriate activities
 6. Use short & simple directions
 7. Inclusion of all students

Project Details:

A. Indoor Activity Box

- a. Develop an indoor activity box to be used for those days when the children are not able to go outside for recess or when children complete their seatwork. (Avoid board games!!!)
- b. Must include at least **10** different activities:

These activity designs will include the following:

- i. **ACTIVITY NAME:**
- ii. **PURPOSE OF ACTIVITY/SKILL LEARNED:** *What skills will they be learning?*
- iii. **EQUIPMENT NEEDED:** *Include number of each piece of equipment for a class of 30 students*
- iv. **GRADE LEVEL:** *Make sure activity is appropriate for grade/age*
- v. **ACTIVITY RULES/DESCRIPTION:** *Rules, directions, descriptions of the activity. What directions will you give? What will you be doing as an instructor during this activity?*
- vi. **CHALLENGES OR MODIFICATIONS:** *How can you change the activity to challenge more skilled students and modify if for lower skilled students? Be creative!*
- vii. **RESOURCE(S) USED**

B. Playground Safety (Chapter 3, 8)

- 1) Complete one playground assessment in your local neighborhood
- 2) Visit an elementary school playground.
 - Assess the area for space and equipment.
 - Then decide how you would structure the playground to promote physical activity. Include in your plan:
 - Your assessment of the area (include the name of the playground you visited), how the area is currently designed AND how YOU will set up the area differently (what space limitations do you have) and what existing equipment you would like to utilize.
 - 5 Activity Zones: Explain the general rules in each zone, what equipment is needed, who will supervise the zone and who is responsible for set up. Include the following zones:
 1. Recreation Zone
 2. Competition Zone
 3. Learning Zone
 4. Low Intensity (Social Zone)
 5. Group Activity or Club
 6. New Terminology and a plan to promote the program in your school.
 7. If you could purchase some additional equipment to improve your playground area – what would it be and how would you incorporate it into your structure.

C. Fitness Brochure (Presentation)

Fitness Presentation / Brochure

- Design a brochure / flyer (or create a power point presentation) for parents of your students.
- You should include:
 - Statement of Purpose (Mission): WHY?
 - Reasons for incorporating physical activity in your classroom
 - Rules / procedures for activity time, along with consequences
 - Examples of ‘How’ and ‘When’ you will incorporate physical activity throughout the day
 - Ideas for Family Involvement (Reference Family Activity Calendar)
 - Examples: BE CREATIVE!!!

4. Activity Calendar

In your small group, you are responsible to make a “Family Activity” Calendar for your assigned month (September thru May school year 2017-18). This calendar should include:

1. At least 3 activities per week:
 - a. Each activity must last at least 30 minutes.
 - b. You must include a modification for at least one activity per week.
 - c. You are limited to three activities for the month that would require the family to have financial support.
 - d. Consider the time of the year – we live in WI! Consider mother nature when determining your activities.
2. You will be responsible to submit:
 - a. The calendar that shows when to do each activity.
 - b. A brief explanation of each activity (on a separate page).
 - i. Include the need for equipment, space, # of participants and rules.
 - c. A breakdown of how much activity is expected along with a reward plan for those students who are able to meet your expectations.
 - d. A plan to accept alternative activity.
 - e. A plan for how the activity time should be logged and how a student/family will report this information to you.