

University of Wisconsin - Stevens Point
Physical Education for the Early Childhood and Elementary Classroom Teachers
PHED 231 Course Syllabus
Spring 2019

Instructor: Ann N. K. Hockett
Office: MCCH (HEC) 134
E-mail: ahockett@uwsp.edu
Phone: office - 715-346-2125 cell – 920-960-0113

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

Evans, R., Sims, S. (2016). *Health and Physical Education for Elementary Classroom Teachers. Human Kinetics. ISBN: 9781450459914*

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

CLASS SCHEDULE:

Monday: Section 1 - 10:00 to 10:50 am, MCCH (HEC) 146
Section 2 - 11:00 to 11:50 am, MCCH (HEC) 146

Wednesday: Section 1 - 10:00 to 10:50 am, Berg Gym
Section 2 - 11:00 to 11:50 am, Berg Gym

** Come to class prepared to discuss reading material and to participate in Pre-K – 6 movement activities.

I. Course Description

The purpose of this course is to provide PHED 231 students 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 within to EC and elementary level children. As in all School of Education courses, the Wisconsin Teacher Standards will guide the work completed in this course.

II. Course Objectives

1. Understand the relationship and contributions of physical education programs within the elementary school curriculum and process.
2. Understand the health-related needs of today's children.
3. Recognize the importance of physical activity within the elementary school program and discuss the current research related to the physical fitness status of the elementary age student.
4. Demonstrate academic knowledge and methods to plan and practice integrated and developmentally appropriate activities for elementary students in accordance with the National Health Education Standards and the National Standards for K-12 Physical Education.

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 wellbeing and who acts with integrity, fairness and in an ethical manner.

Society of Health and Physical Educators:
(SHAPE National 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.

III. Course Requirements

Exams – (200 points)

There will be 2 exams throughout the semester.

In-Class Assignments and Quizzes – (100 points)

Throughout the semester, there will be in-class assignments and quizzes that are designed to allow you to apply the concepts that are being taught in the class lectures. The dates of these in-class assignments will not be announced and these assignments cannot be made up.

Semester Final Project: Resource Folder/File for Physical Education – (150 points, due @ scheduled final time)

Develop a “folder” of resources, available and appropriate for teaching physical education in elementary schools. All information should be applicable to elementary physical education and future practicing elementary teachers.

The folder should include the following:

- Table of contents page for all included materials
- 4 sections
 - **Physical Education websites** - 5
 - **Children’s Movement Literature** – 10
 - 5 (EC – 2nd grade)
 - 5 (3rd – 6th grade)
 - **Peer activities** - 10
 - Group movement activities (outside of the classroom) – 5
 - “Brain breaks” (within the classroom) – 5
 - **References: Why movement is important for children** – 5
 - Advocacy
- Each subsection should include:
 - Websites:
 - One page with each URL (www.) and a descriptive paragraph (at least five sentences) of the main website (not the example).
 - A printed copy of one ready-to-use example from the site. Do not cut and paste the example. Print the example from the website. This example should NOT be a copy of something you must buy nor a link to the example. The example should be ready-to-use information to help you teach.
 - Note: Do not put all paragraphs in one section and the examples in another.

- Children’s Movement Literature:
 - Create a reference list of 10 excellent* movement books to include in your classroom (5 for EC – 2nd, 5 for 3rd – 5-6th grade)
 - Include a descriptive paragraph and a picture of each book
- Peer Activities:
 - Include written descriptions/explanations of ready-to-use activity examples from class (What is it, how to manage the activity)
 - 5 outside of the classroom activities
 - 5 within the classroom activities

Teaching assignments. (2 * 50 = 100 points)

Teaching presentations will be made in class for a physical education integrated activity that can be done in the classroom, an integrated physical education activity that can be done in a larger space (outside, gymnasium), a brain break/instant activity, and an “attention getter”.

- **Physical Education Teaching Assignment – In the classroom**
 - Plan, lead, and create a lesson plan for a physical education/movement activity that would be appropriate in a classroom setting.
 - How could another academic subject be integrated into this activity?
- **Physical Education Teaching Assignment – Outside of the classroom**
 - Plan, lead, and create a lesson plan for a physical education/movement activity that would be appropriate in a larger space – outside of the classroom.
 - How could another academic subject be integrated into this activity?

Interview Assignment & Article Review. (2 * 25 = 50 points)

- Interview a current or former elementary classroom teacher, concerning physical education integration and expectations
 - Questions Provided
 - Write a ½ - 1 -page summary of your interview using the information you gathered.
- Read assigned article and write:
 - 1 paragraph summary
 - 1 paragraph reflection/reaction

Extra Credit: Indoor Activity Box & Homemade Equipment Project.

- Make 2 pieces of equipment that could be used in an elementary physical education program – Be creative! (20 points)
- Develop an indoor activity box to be used for those days when students are not able to go outside for recess – How could they still be “active”? (20 points)

IV. Projected Course Outline

Session	Topics	Chapter	
Week 1 1/23	Syllabus and introductions		❖ Intro. Semester Resource Folder ❖ Teaching Partners
Week 2 1/28	Healthy Bodies, Healthy Minds: A framework for success; a team approach	Evans - 1 and 2	
1/30	Large Group Activity & Lesson Planning Day		Come appropriately dressed ready for activity – Berg Gym
Week 3 2/4	Health education & Lesson Planning	Evans - 3	
2/6	Partner Lesson Teaching #1		- Berg Gym
Week 4 2/11	Physical education Become an advocate	Evans – 4 & 5	
2/13	Partner Lesson Teaching #2		- Berg Gym
Week 5 2/18	Creating a healthy classroom	Evans - 6	
2/20	Partner Lesson Teaching #3		- Berg Gym
Week 6 2/25	Test #1 – Evans Chapt. 1 - 6		
2/28	Partner Lesson Teaching #4		
Week 7 3/4	Creating an active classroom	Evans - 7	
3/6	No Class Meeting – * Interview Assignment*		
Week 8 3/11	No Class Meeting – Online Assignment (Article Review)		
3/13	Partner Lesson Teaching #5		Berg or Classroom
3/18 – 3/22	SPRING BREAK!		
Week 9 3/25	Integrating health education into the elementary curriculum?	Evans – 8?	
3/27	Partner Lesson Teaching #6		Berg or Classroom
Week 10 4/1	Integrating Physical Education into the Classroom	Evans - 9	
4/3	LAB DAY 1		Berg Gym
Week 11 4/8	Best Practices in the Classroom and Beyond	Evans - 10	

From R.R. Evans and S.K. Sims, 2016, *Health and physical education for elementary classroom teachers: An integrated approach instructor guide* (Champaign, IL: Human Kinetics).

4/10	LAB DAY 2		Berg Gym
Week 12 4/15	Test #2 – Evans Chapt 7 - 10		
4/17	Partner Lesson Teaching #1.1		Berg Gym or Classroom
Week 13 4/22	LAB Day 3		Berg Gym
4/24	Partner Lesson Teaching #2.1		Berg Gym or Classroom
Week 14 4/29	Partner Lesson Teaching #3.1		
5/1	Partner Lesson Teaching #4.1		
Week 15 5/6	Partner Lesson Teaching #5.1		
5/8	Partner Lesson Teaching #6.1		
FINAL	Semester Final Project Due		Due @ your scheduled finals time – submit electronically

- **Content in this syllabus is subject to change. No changes will be made without notifying all interested parties.**