

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

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**Suggested 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

**CLASS SCHEDULE:**

**Thursday: 5/30 - Lab 1 - MCCH 101 & Berg**  
**6/6 - Lab 2 – MCCH 101 & Berg**  
**6/13 - Lab 3 – MCCH 101 & Berg**

\*\* 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.

### **Attendance:**

This is an online/hybrid course that will be managed through Canvas. All assignments and exams will be submitted electronically. There will be 3 face-to-face lab sessions which will be each Thursday during the scheduled class meeting time. **Each student is required to attend and participate in all 3 lab sessions.**

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).

### III. Course Requirements

#### Exams – (100 points)

There will be 2 exams throughout the course.

#### Assignments – (100 points)

Throughout the semester, there will be assignments that are designed to allow you to apply the concepts that are being taught in the course. The dates of these assignments will be announced on Canvas and a drop box will be made available. **Late assignments will not be accepted.**

- **These Include:**
  - **2 Teaching Self Reflections (15 pts each)**
  - **2 Peer Teaching Observations (10 pts each)**

#### “Brain Break” Presentations – [Brain Break Requirements](#) (25 points each)

Each student will research/create/find **2 different “Brain Break”** activities that they will present to the class during our “in the classroom” lab times. Each classroom activity should be between 2 – 6 min long. A drop box on Canvas for the full description of your activity will be available. See linked requirements.

#### Teachings – (75 points, each)

- **Classroom Teaching** - Students will create an original lesson plan which details the integration of movement concepts and physical activity into a core subject. The subject of the lesson and the grade level will be chosen during our first-class meeting. The lesson must involve physical activity for at least 5-10 minutes and be conducted in the classroom setting. Activities will be presented during a lab session.
  - **25 pts Lesson Plan**
  - **50 pts Teaching**
- **Active Setting/Gym Teaching** - Students will create an original lesson plan which details the integration of a core subject into physical activity. The subject of the lesson and the grade level will be chosen at our first in-class meeting. The lesson must involve physical activity and core content and be conducted in the gym setting. Activities will be presented during a lab session.
  - **25 pts Lesson Plan**
  - **50 pts Teaching**

#### Lab Reflections - (45 Points – 15 each)

After each lab session, students will be given a specific task or assignment to complete with regards to the concepts covered in the session.

- Lab sessions: **Everyone is expected to participate!** Lab experiences are designed to be fun and informative explorations of Physical Education concepts. These sessions will be active and therefore, you must dress accordingly. Come to lab sessions dressed for physical activity. Clean athletic shoes with non-marking outsoles are required for participation. Sandals, flip flops, and other street shoes are not permitted. Failure to dress appropriately for a lab session will result in a zero for the day’s participation points.

**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 and incorporating activity into the classroom in elementary schools. All information should be applicable to the elementary level and future practicing elementary teachers.

Can turn in as a shared Google Drive Folder/Document

([ahockett@uwsp.edu](mailto:ahockett@uwsp.edu) and [pointerspe@gmail.com](mailto:pointerspe@gmail.com)) Also add link to Canvas Dropbox

or Word Document – All information in 1 Doc – Post to Canvas

or Multiple Documents (for each section) – Attached to the Dropbox in Canvas - No Hard Copies

**The “Resource Folder” should include the following:**

- Table of contents for all included materials
  - **Physical Education websites** – (5)
    - Each URL (www.) and a descriptive paragraph (at least five sentences) of the main website.
    - One ready-to-use example from the site. (an activity, project, etc.) 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/actually used in the classroom or active setting.
    - Note: Do not put all paragraphs in one section and the examples in another.
  - **Children’s Movement Literature** – (10\*)
    - 5 (EC – 2<sup>nd</sup> grade)
    - 5 (3<sup>rd</sup> – 6<sup>th</sup> grade)
    - Create a reference list of 10\* “movement/activity” themed books to include in your classroom (5, for EC – 2<sup>nd</sup>, 5, for 3<sup>rd</sup> – 5-6<sup>th</sup> grade)
    - Include a descriptive paragraph and a picture of each book
      - Include a reference if the description is not all your own work.
  - **Articles, References:** – 5 (1 will be completed through an out of class assignment)
    - **Ideas of Topics:**
      - Why movement is important for children
      - Movement in the classroom
      - Active Learning Strategies
      - Advocacy – ESSA
    - Include a link to the article/reference
    - Summary paragraph of content
    - Paragraph about your thoughts, feelings, reactions to the information (2 – 3 sentences) and why, how could this be used in your future classroom. (3 – 4 sentences)

- **Course Reflection:**
  - 1 – 4 paragraphs about what you will take with you from this course
    - Benefits as an elementary classroom teacher, to taking this course
    - What are the main components that you want to remember when setting up your classroom, curriculum, rules, expectations – in your first “real” classroom?
    - Overall thoughts, feelings – what would you like me to know?

#### IV. Projected Course Outline

Session	Topics	Readings	Assignments
Thursday 5/30	Classroom Management – Active setting Integrating Content Brain Breaks		
Thursday 6/6	Instant Activities Brain Breaks ½ Active Setting teachings ½ Classroom Teachings		
Thursday 6/13	½ Classroom Teachings ½ Active Setting Teachings Brain Breaks “Banned List” Activities		

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

#### Academic Integrity:

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

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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](mailto: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.