

University of Wisconsin - Stevens Point

PHED 231 - Physical Education

for the Early Childhood and Elementary Classroom Teacher

Course Syllabus

Spring 2020

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Required Texts:

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). *Promoting Physical Activity in the Classroom*. Pearson Benjamin Cummings. San Francisco. Including Activity Cards - OPTIONAL

CLASS SCHEDULE:

Mondays & Wednesdays:

Section 1: Lecture & Lab - 10:00 - 10:50 MCCH 146 &/or Berg Gym

Section 2: Lecture & Lab - 11:00 - 11:50 MCCH 146 &/or Berg Gym

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

*** Dressed in appropriate footwear (clean, dry tennis shoes with non-marking soles) and clothing to participate in an active setting

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 setting, including brain-based activities, play safety, management in a large active space, 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.

PHED 231 Course Syllabus

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.

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.

PHED 231 Course Syllabus

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 – (100 - 200 points)

- There will be 2 exams throughout the semester. (subject to change)

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.

Article Review. (25 points)

- Read assigned article and write:
 - 1 -2 paragraph summary
 - 1 -2 paragraph reflection/reaction

Teaching Presentations (2 * 50 = 100 points - Teaching) + (2*25 = 50 points - Lesson Plans)

- One teaching presentation will be made in class on UWSP campus in room 146 MCCH for a content based lesson integrating physical education/activity.

PHED 231 Course Syllabus

Semester Final Project: Resource Folder/File for Physical Education –

(150 points, due @ scheduled final time)

Develop an electronic “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 and pointerspe@gmail.com) Also add link to Canvas Dropbox or Word Document – All information in 1 Doc – Post to Canvas

The “folder” should include the following Sections and Content:

1. Table of contents for all included materials

2. Physical Education websites - 5

3. Children’s Movement Literature – 10 total

- **5 (EC – 2nd grade)**
- **5 (3rd – 6th grade)**

4. Articles, References: – 5 (1 will be completed through an out of class assignment)

Topic Ideas:

- Why movement is important for children?
- Movement in the classroom
- Active Learning Strategies
- Advocacy – ESSA
- Obesity Epidemic Among Children - What can be done?

5. Course Reflection:

- 2 – 4 paragraphs about what you will take with you from this course
- **Or video testimonial of your impressions**

❖ Each subsection should include:

○ Websites:

- Each URL (www.) and a descriptive paragraph (at least five sentences) of the main website.

PHED 231 Course Syllabus

- 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:**
 - 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**
 - **Articles, References:**
 - 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:**
 - Benefits as an elementary classroom teacher, to taking this course
 - What are the main components that you want to remember when teaching out in the field: such as...setting up your classroom, curriculum, rules, expectations – in your first “real” classroom?
 - Overall thoughts, feelings, about the course, instructor, plight of your future students, etc.

Extra Credit: Indoor Activity Box & Homemade Equipment Project.

- **Interview a current or former elementary classroom teacher**, concerning their thoughts, feelings, and methods of integrating physical education/activity into their curriculum and/or classroom. What are their experiences and expectations. **(15 points)**
 - Write a 1 -page summary of your interview using the information you gathered.
 - Or - create a video blog of your interview
- Develop an indoor activity box to be used for those days when students are not able to go outside for recess – **(10 points)**
 - How could they still be “active”?
 - What would be included
 - Why and How

PHED 231 Course Syllabus

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 Suzie Rood in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email Susie.Rood@uwsp.edu*

2. **Academic Integrity** - I grow more concerned about plagiarism and academic misconduct each semester. I will enforce UWSP chapter 14 policies and use www.turnitin.com for the written assignments. Please strive to create your own original assessment pieces in class. 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.

3. **Attendance** - Please extend the courtesy of contacting me with any issues that would impact your attendance. I will grant one unexcused absence; after that it will impact the total points for each absence. Likewise, tardies will affect a percentage of your final grade. Approved campus activities and events are part of professional development and meaningful activities will be supported.

4. **Late Assignments** - Assignments not turned in by the due date/time, will automatically be deducted 10 points (3 points for an assignment worth below 10 points). Each day the assignment is missing will result in a 5 point deduction per day. Communication with the instructor, as to work not turned in on time, is required to **potentially** recoup deducted points due to lateness.

5. **Examination Policy** - All candidates are required to take exams on site on the assigned dates and times unless there are extenuating circumstances. Should you require testing accommodations see Accommodation of Candidates with Disabilities section and provide proper documentation.

6. **Electronic Devices** - Use of cell phones, tablets, Ipods, or the like, at any time during class should not be used unless permission is provided. In order to create a climate suitable for learning, please turn off mobile devices prior to class starting. If noted, it will count as an absence. Furthermore, in the event using any of these technology devices is required as part of class work, visits to non-academic internet

PHED 231 Course Syllabus

sites (unless otherwise noted) is prohibited. Violations of this policy will result in loss of points without notice to students.

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.

From the office of Risk Management: *“In the event of a medical emergency, call 911 or use red emergency phone located (Quandt Balcony). 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 at (Lower Level Quandt). 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. Meet at (practice field). Notify instructor or emergency command personnel of any missing individuals. Active Shooter - Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.*

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

Grades are calculated by percent

93-100%	A	87-89%	B+	77-79%	C+
90-92%	A-	83-86%	B	73-76%	C
		80-82%	B-	70-72%	C-

Final averages may be adjusted or rounded at the discretion of the instructor

This Syllabus is subject to change upon the discretion of the instructor. Any changes will not be made without proper notification to candidates.