

**University of Wisconsin - Stevens Point**  
**PHED 250 - Physical Education & Health**  
**for the Early Childhood and Elementary Classroom Teacher**

**Course Syllabus**

**Summer 2020**

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**Required Texts:**

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

**CLASS SCHEDULE:**

**On-line: Asynchronous Content**

**1 Required - Synchronous Meetings (Week #1)**

**1 Optional - Synchronous Meeting (Week #2)**

## **I. Course Description**

The purpose of this course is to provide PHED 250 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.

## **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.

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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.

### **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.

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**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

**Exam** – (50 points)

- There will be 1 exam administered via Canvas

**“In-Class” Assignments** – (50 points)

Throughout the course, there will be in-class assignments that are designed to allow you to apply the concepts that are being taught in the class lectures. Assignments will be presented and submitted via Canvas.

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

- **Physical Education Integration – In the classroom Lesson Plan**
  - Create a lesson plan (**25 points**) for a physical education/movement activity that would be appropriate in a classroom setting.
    - Integrate physical activity into a content area lesson
- **Content Integration - into Physical Education Setting - Active Setting (Home - Outdoor, Gym)**
  - Create an outline of a lesson plan for a physical education/movement activity that would be appropriate at home and/or in a larger space – outside of the classroom.
    - Integrate an academic subject into this activity
  - Teach the lesson as you would teach it to your class/students
    - Record/video your teaching and post on Canvas (**25 points**)

**Wellness Breaks: (50 total points)**

- **Write-Up the directions, how-to facilitate 2 “Wellness Breaks” (5 pts each = 10 pts)**
  - **\*Post write-ups on Canvas & in Google Drive Class Folder\***
    - **References Required!**

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- Record/Video yourself facilitating the 2 wellness breaks - 2 separate videos (**10 pts each = 20 pts**)
- Watch at least 1 wellness break from a fellow student
  - Write a reflection - of each activity (10 points)
    - Questions posted on Canvas

### Create your Own Virtual Classroom (15 points)

- [How to Create a Virtual Classroom](#)
- Include at least 5 “links”

## Semester Final Project: Resources Folder/File for Physical Education –

### 1. Articles - References: – 3 total - (**10 pts each = 30 pts total**)

Topic Ideas:

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

#### ○ 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)

### 2. Create an At Home Wellness - Month Calendar - “Homework” - (15 points)

### 3. Classroom Activity Newsletter (15 points)

### Extra Credit Opportunity - Able to choose 1:

- **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

Create a Health related Children's Book

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

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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](http://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. [SEP]*

See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://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 students.**