

PHED 3671**PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS**

Semester Hours: 4

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education; PHED 3670

This course develops pedagogical skills and knowledge related to teaching physical education to children (K-5). The course develops an understanding of the characteristics and needs of children, developmentally appropriate curriculum content in elementary school physical education, and effective teaching skills for elementary school physical education. The course provides observation experiences in both the classroom and gymnasium and requires students to plan, teach, and evaluate physical education lessons.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. recognize physical, mental, and emotional growth and developmental patterns of children and identify ways in which the developmental characteristics determine readiness for age-appropriate activities
(*proactive, knowledgeable, empathetic, culturally sensitive, adaptive, lifelong learners, leaders, decision makers*)
(Graham, Holt/Hale, Parker, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003);
2. explain, demonstrate, analyze, and evaluate locomotor, manipulative, and non-manipulative skills
(*culturally sensitive, lifelong learners, knowledgeable, proactive*)
(Graham, Holt/Hale, Parker, 2007; Mood, Musker, & Rink, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003);
3. plan and implement activities to teach skill themes and movement concepts, educational gymnastics, and rhythmical experiences to elementary students
(*culturally sensitive, lifelong learners, knowledgeable, proactive*)
(Graham, Holt/Hale, Parker, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003);
4. develop and apply appropriate instruments to evaluate student performance in all three domains of learning (psychomotor, cognitive, and affective)
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Rink, 2006; Silverman & Ennis, 2003);
5. implement strategies for creating a learning environment that recognizes diversity of groups and uniqueness of individuals in elementary settings
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Graham, Holt/Hale, Parker, 2007; NASPE 2004; Rink, 2006; Thomas, Lee, & Thomas, 2003);

6. identify effective classroom management and organizational techniques to enhance learning in elementary settings
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Rink, 2006; Silverman & Ennis, 2003; Thomas, Lee, & Thomas, 2003);
7. integrate curricular scope and sequence in planning for elementary children
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Graham, Holt/Hale, Parker, 2007; NASPE 2004; Rink, 2006);
8. develop unit plans that reflect developmentally and instructionally appropriate practices for elementary children
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Graham, Holt/Hale, Parker, 2007; NASPE 2000; Rink, 2006);
9. create and implement developmentally and instructionally appropriate lesson plans for elementary physical education
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Graham, Holt/Hale, Parker, 2007; NASPE 2000; Mood, Musker, & Rink, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003);
10. analyze skill performance and provide appropriate feedback for elementary children
(proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, decision makers)
(Graham, Holt/Hale, & Parker, 2007; Rink, 2006);
11. code, analyze, and critique personal teaching behaviors and the teaching behaviors of peers
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Rink, 2006);
12. develop strategies for enabling learners to become personally and socially responsible
(reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers)
(Graham, Holt/Hale, & Parker, 2007; Rink, 2006; Silverman & Ennis, 2003; Thomas, Lee, & Thomas, 2003);

13. determine how physical education can be integrated with health and other content areas in the elementary school environment
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Graham, Holt/Hale, Parker, 2007; NASPE 2004; Thomas, Lee, & Thomas, 2003);
14. reflect on planning and teaching through dialogue with the instructor, self-evaluation, and peer evaluation
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Graham, Holt/Hale, Parker, 2007; Rink, 2006; Thomas, Lee, & Thomas, 2003);
and
15. modify planning and teaching practices based on peer observation, self-assessment, and problem-solving strategies
(*reflective, proactive, knowledgeable, empathetic, culturally sensitive, collaborative, adaptive, lifelong learners, leaders, decision makers*)
(Buck, Lund, Harrison, & Cook, 2007; Thomas, Lee, & Thomas, 2003; Rink, 2006).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Graham, G., Holt/Hale, S., Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th ed.). New York: McGraw-Hill.

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

References

Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.

National Association for Sport and Physical Education (2000). *Appropriate practices for elementary school physical education*. Oxon Hill, MD: AAHPERD Publications.

Silverman, S. & Ennis, C. (Eds.). (2003). *Student learning in physical education* (2nd ed.). Champaign, IL: Human Kinetics.

Thomas, K., Lee, A., & Thomas, J. (2003). *Physical education methods for elementary teachers* (2nd ed.). Champaign, IL: Human Kinetics.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to the Conceptual Framework. Because of the broad nature of the course, most conceptual framework descriptors are covered in the course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision makers*: choosing appropriate activities to teach elementary school aged children (**Assignments 2, 3, 4, 5**); *leaders*: taking responsibility for decisions regarding teaching and capitalizing on opportunities to face teaching challenges (**Assignments 2, 4**); *lifelong learners*: study the effectiveness of pedagogy and teaching practices and apply it to the field experiences and other real life experiences (**All Assignments**); *adaptive*: implement appropriate activities for all learners and adjust to changing teaching situations (**Assignments 2, 3, 4, 5**); *collaborative*: work with cooperating teachers, peers, and students to implement effective, developmentally appropriate lessons (**Assignments 2, 3**); *culturally sensitive*: recognize and adjust to diverse populations by planning and implementing a variety of activities for all learners (**Assignments 1, 2, 3, 4**); *empathetic*: demonstrate sensitivity to the needs of all students and the profession (**Assignments 2, 3, 4**); *knowledgeable*: drawing on acquired knowledge, experience, and current research (**All Assignments**); *proactive*: use current research and experiences to meet the needs of all students (**All Assignments**); *reflective*: engage in ongoing and continuous critical reflection of individual and peer teaching through systematic observation and analysis (**Assignments 2, 5**).

Assignments

1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 1, 2, 3, 4, 5, 8, 9, 15

2. Field Teaching Experiences (60 points each)

Students will be required to teach skills and/or strategies to elementary students on 6 different occasions (gradual progression from small group to large groups). Students will focus on classroom management and task presentation in all planning, teaching, and reflection.

Unit Plan – Students will develop one unit plan for a four-lesson unit on an educational game, gymnastics or dance unit for elementary school students, to be specified at a later time (30 points - one time only)

Lesson Plan - Students will complete one lesson plan for each teaching experience. A specific grading rubric will be provided one week prior to each teach (20 points).

Teaching - Students will practice effective teaching skills by teaching elementary students on a semi-weekly basis. Each teaching experience must be audio-taped

by the student for future review and reflection. A specific grading rubric will be provided one week prior to each teach (30 points).

Reflection - Students will complete a 2-4 page reflection on each teaching experience. Guiding questions with a grading rubric for each reflection will be provided to the students one week prior to each teach (10 points).

Course objectives: 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15

3. Systematic Observations (10 points each)

Students will observe 6 teaching experiences of their peers. After each observation, students are required to complete a specific systematic observation based on the pre-determined criteria for each teach. Based on the data, a written description and critique of the teach must be completed. Copies must be given to the person who taught the lesson, and to the course instructor. Specific grading rubrics will be provided to the students one week prior to each observation.

Course objectives: 10, 11, 14, 15

4. Position Paper (20 points)

Students must complete a four-page position paper on the following topic: “Teaching Physical Activity and Fitness to Children”. Guiding questions and a specific grading rubric will be provided.

Course Objective: 1

5. Portfolio (30 points)

Two teaching lesson plans and two self-reflections from elementary school teaching experiences must be uploaded on Foliotek prior to exam week. Students should submit one plan and reflection from teaching a small group of students, and one plan and reflection from teaching a large group of students. Students must provide a two-page written reflection paper describing the student’s progression as a teacher.

Course objectives: 14, 15

GRADING POLICY

A = 540-600 points	90-100%
B = 480-539 points	80-89%
C = 420-479 points	70-79%
D = 360-419 points	60-69%
F = less than 360 points	less than 60%

CLASS POLICIES

Attendance

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student’s immediate family;

- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

Foliotek

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Course Introduction and Syllabus; Elementary Physical Education Curriculum; National Standards for Elementary Students; The Purpose of Physical Education for Children
2	The Skill Theme Approach and Movement Concepts Teaching Skills
3	Long-term (Unit Plans) and Short-Term Planning (Lesson Plans) Advanced Observation Techniques and Tools
4	Classroom Management Task Presentation
5	<u>Field Experience</u> : Small Group of Students On-Site Seminar: Establishing and Maintaining a Management System
6	<u>Field Experience</u> : Small Group of Students On-Site Seminar: Discipline
7	<u>Field Experience</u> : Small Group of Students On-Site Seminar: Getting the Attention of the Learner, Sequencing Content and Organizational Aspects of Tasks, Clarity of Communication
8	<u>Field Experience</u> : Small Group of Students On-Site Seminar: Learning Cues and Demonstrations
9	Mid-Term Exam
10	Teaching Physical Activity and Fitness Teaching Games, Gymnastics, and Dance
11	Planning Sessions
12	<u>Field Experience</u> : Large Group of Students On-Site Seminar: Fitness Testing
13	<u>Field Experience</u> : Large Group of Students On-Site Seminar: Fitness Testing
14	<u>Field Experience</u> : Large Group of Students On-Site Seminar: Inclusion
15	<u>Field Experience</u> : Large Group of Students On-Site Seminar: Field Days
16	Final Exam