

# PED 150: Foundations of Teaching K-12 Physical Fitness

## Section 1

Tuesday/Thursday 8:00-8:50am

Spring 2016

- **Instructor:**
- Paul Haas                      [phaas@uwsp.edu](mailto:phaas@uwsp.edu)                      HEC 138
  - Office Hours: Monday and Wednesday: 9:00am – 10:30am

**Course Description:** This course is designed to impact students by generating knowledge and skills in the areas of physical fitness and enabling them to integrate these concepts into their personal and professional endeavors.

### Course Texts & Materials:

- Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide (*rental*)
- Moving Into the Future, National Physical Education Standards: A Guide to Content and Assessment (*recommended purchase*)
- Pedometer or pedometer app
- Clothes & shoes to be active (dry pair of shoes needed for HEC facilities)

### Course Objectives:

- Demonstrate a commitment to improve his or her level of fitness and involvement in fitness-oriented activities by choosing to engage in fitness activities beyond class time. The Pedometer Log will be used to document achievement of this competency.
- Using the results of your health-related fitness assessments and the frequency, intensity, time, and type principles to construct a personal fitness plan that improves or maintains each of the health-related components of physical fitness.
- Access and analyze his/her level of fitness level by administering and completing the FITNESSGRAM.
- Analyze your own lifestyle and associated behaviors and understand how various behaviors can influence wellness factors such as obesity, cardiovascular disease and cancer.
- Develop an understanding of each of the factors (internal and external) affecting an individual's overall fitness.
- Develop the skills and knowledge necessary to assess and analyze the fitness needs of others and plan programs that will enable those individuals to improve their fitness and wellness profiles.
- Develop a variety of fitness skills that will provide a foundation for teaching fitness skills to others in the future.
- Demonstrate competency in strategies to overcome barriers to physical fitness including time, resources, disability, age, socioeconomic status, gender, ethnicity, culture, and motivation.

### Student Requirements:

- Be in attendance and prepared to begin class at the scheduled time. Each unexcused absence will result in a 2.5% point deduction from final grade. Contact your unit instructor if you will be absent from class. The instructor will determine if absence is excused or unexcused.
- Complete and submit all assignments on time. Late work is not accepted.
- All assignments will be formatted using word processing and will be electronically submitted to the appropriate drop box on D2L.
- Seek assistance during instructor office hours if questions or concerns arise.
- Demonstrate professionalism at all times. You are to be a Physical Educator!

## Assignment Descriptions

### Quizzes & Exams –

- There will be 3 quizzes throughout the semester worth 10-15 points each. All quizzes will be competed on D2L.
- Mid-Term Exam will cover Chapters 1-8 and is worth 60 points (multiple choice, T/F, matching).
- Final Exam is not cumulative. Chapters covered are determined by information covered in class. 40-60 total points. (multiple choice, T/F, matching, short answer).

### Projects/Portfolio Items\*\*\* –

- **Group Fitness Class Experience – 30 points**
  - Each student will participate in a group fitness class at the Allen Center. A reflection will be written and signature of class instructor will be submitted via D2L before Mid-Term.
  - Objective of project is to get active and be observant of fitness instructor qualities/characteristics.
- **Fitness Trend Group Presentation\*\*\* – 50 points**
  - 2-3 Students will be grouped and assigned a current fitness trend to research.
  - Each group will create a PREZI and present their findings to the class.
  - Objective of project is to research current fitness trends and decide if they are worth your time/money and if they will last. Students will also start to get comfortable speaking in front of others.
- **Project Fit\*\*\* – 100 points**
  - Students will have the option of joining an intramural/club or reviewing a fitness facility during the course of the semester.
  - Students will reflect on their experience in a paper and presentation to the class.
  - The objective of the project is to get active and/or see what is available in the community to stay active.
- **Curriculum Design – 25 points**
  - During the curriculum unit, students will have the opportunity to design their own curriculum.
  - A template will be issued to groups of 2 and you will have an entire class period to put together what you have learned throughout the unit.
  - Be very detailed and specific. Generalities will count towards deductions.

### Fitness Goals & Reflections –

- **FITNESSGRAM Testing – 15 points**
  - Students will be tested at the beginning and end of semester in the 4 areas of Health-Related Fitness via the FITNESSGRAM. Students will also learn how to administer the test.
- **Fitness Contract – 10 points**
  - After testing, students will assess what level of fitness they are at, where their strengths and weaknesses are, and what their goals are for the semester. A contract and plan for the semester will be submitted via D2L.
- **Weekly Reflections – 55 points**
  - After a contract is submitted, students will record their progress and activity each week through a reflection. Reflections will be submitted on D2L every Monday of the semester.

*\*\*\*Refer to directions and grading rubrics located on the D2L content page for all assignment details\*\**

### **Grading Scale**

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60%
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

### **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 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 UWS 22.03, with notification within the first three weeks of class.