

UW - Stevens Point: PED 231 Course Syllabus – Fall 2017
Physical Education for the Early Childhood and Elementary Classroom Teacher

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Office Hours: 30 minutes before and after class or by appointment;

Required Text: Pangrazi, R., Beighle, A., Pangrazi, D. (2008). *Promoting Physical Activity in the Classroom*. Pearson Benjamin Cummings. San Francisco.

Recommended: Pangrazi, R., Beighle, A., Pangrazi, D. (2008). *Activity Cards*. Pearson Benjamin Cummings. San Francisco.

CLASS SCHEDULE:

Section 1: Tuesday 10:00 am - 11:50 am, Room 146 HEC / Berg Gym

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

PURPOSE: The purpose of this course is to provide the student 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 to early childhood and elementary level children. As in all School of Education courses, the Wisconsin Teacher Standards will guide the work completed in this course.

Stage 1 – Desired Results

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 well being and who acts with integrity, fairness and in an ethical manner.

National Association of Sport and Physical Education Content Standards: **(NASPE 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.

Enduring Understandings:

The early childhood or elementary teacher certification major will understand that...

- Activity breaks help children concentrate on academic concepts and improve classroom behavior
- Integrating movement activities into the academic school day supports Brain Based Learning
- Learning engages the whole physiology and life cycle of the child
- Wellness impacts all aspects of attendance, student learning and self-efficacy

Essential Questions:

- What creates a positive classroom climate?
- How can Brain Based Learning, wellness/activity breaks and recess engage the whole physiology within the learning environment?
- How can the classroom teacher help foster wellness and promote 60 minutes of quality activity time in the day of a child?

Knowledge (Know):

The early childhood or elementary teacher certification major will/can...

- Explain/Identify important goals and big ideas for *physical activity, wellness & academic integration* and *Brain Based Learning* based on the NASPE Content Standards.
- Describe/access a variety of teaching strategies/learning activities to achieve specific goals/outcomes integrating physical activity and wellness into your academic area.
- Identify and integrate key management strategies for success during activity settings
- Describe/identify a variety of resources (books, journals, websites, videos, etc.) for achieving specific goals/outcomes in physical activity and wellness
- Integrate activity breaks into classroom settings

Skills (Able to do):

The early childhood or elementary teacher certification major will/can...

- Develop a movement education integrated lesson including multiple facets of academic integration focusing on movement within the classroom.
- Utilize resources (books, journals, websites, videos, photos, brochures, etc) for achieving specific goals/outcomes in integrating movement into academics.
- Design advocacy material focusing on the benefits of integrating movement into academics focusing on the value of play, wellness, movement and physical activity within the academic day.
- Practice movement integrated learning activities, a variety of teaching strategies and assessments that address movement education in the classroom
- Teach children activity breaks using successful management strategies

Dispositions (Value/Appreciate):

The early childhood or elementary teacher certification major will/can...

- Explain the importance of teaching knowledge, skills, and dispositions students need to effectively integrate movement integration into the classroom
- Justify the importance of utilizing movement integrated learning activities that are effective/appropriate for students with diverse backgrounds, needs and learning styles
- Write reflections that demonstrate an understanding of how movement impacts elementary students

Stage 2 – Assessment Evidence**Core Performance Task:**

Goal: Build a resource file of movement integration activities, play safety, movement lessons, and professional resources.

Role: Independent learner developing a resource for your future classroom.

Audience: Professional peers, parents, administrators and elementary students

Purpose / Product: The resource file will focus on your major discipline containing age specific topics related to:

- Brain Based Learning
- Peaceful and Purposeful Playgrounds
- Model Local School Wellness Policies on Physical Activity and Nutrition Standards (2005):

As part of the resource file you will:

- Connect your activities/lessons to the Wisconsin Model Academic Standards for Movement Education and your academic areas of choice
- Develop enduring understandings and essential questions for integrating movement into academics and recess
- Utilize learning activities, resources and assessments that are effective/appropriate for integrating movement activities in a classroom of students with diverse backgrounds, needs and learning styles

Relationship to Enduring Understandings:

- The resource file will identify ideas/enduring understandings and include content, skills and dispositions integrating movement activities into the academic curriculum.
- The resource file will focus on movement education knowledge, skills and dispositions that will help students develop wellness competence for being physically active and well in a culturally diverse, society.

Other Assessment Evidence:

- Lesson Activities
- Parent Brochure
- Playground Safety
- Activity Calendar
- Final project

Stage 3 – Learning Activities

Learning Activities (Describe/list the class activities in which instructor/students will engage to explore the enduring understandings/essential questions and achieve the course learning outcomes):

The early childhood or elementary teacher certification major will/can... (Course outline of events)

1. Participate in small group conversation reflecting personal experiences in elementary physical activity settings.
2. Participate in Brain Based Activities
3. Participate in Wellness/Activity Breaks
4. Participate in movement activities integrated into academic concepts
5. Develop a library of movement integrated children's books
6. Visit playground designed for ALL children
7. Reflect on the differences between accessibility of playgrounds
8. Develop an indoor activity movement resource
9. Develop activities integrating movement and academic concepts
10. Lead Brain Based Activities in small groups
11. Integrate learning concepts into movement activities

ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS

I. As the semester progresses, I reserve the right to change the contents of this syllabus. Students will be notified of any changes made to the syllabus.

II. ATTENDANCE AND PARTICIPATION

Attendance is expected in a required course. After one unexcused absence the final grade will drop by 5%.

III. ASSIGNMENTS, ACTIVITIES & GRADING PERCENTAGES

NOTE: No late assignments will be accepted, make sure you submit each assignment on time according to the due date. Assignments will be expected in the D2L drop box unless otherwise indicated:

PED 231 Content Area: 35% of final grade

PED 231 Classroom Participation: 30% of final grade

PED 231 Semester Project (Resource File): 35% of final grade

* Content Area (35% of grade)

- We will have one article review (10 points).
- We will have 3 exams throughout the semester (100 total points).
- We will have 4 reflections throughout the semester (40 total points).
- We will have small group discussions on assigned readings.

*We may have an additional assignment(s) based on attendance during the semester.

- * Classroom Participation (30% of grade)
 - 1) You will be asked to plan and lead two group lessons for the class based on bringing physical education into the elementary classroom (30 points). **ONE lesson must be appropriate for a classroom** – the other can be something you could do in a bigger space if needed – no basketball, no follow along videos, no human knot.
 - ***Additionally – one of your two lessons must include integration with another academic subject.**
 - One lesson will be age appropriate for **grades K-3**.
 - The other will be age appropriate for **grades 4-6**.
 - You may work with a partner in determining which activity you would like to teach but you will be responsible to teach the lesson **ON YOUR OWN**.
 - You may use ideas from our activity cards, websites, or other resources.
 - Lessons may **NOT** be duplicated (we will sign up for activities on the D2L discussion board).
 - 2) All students are to be in attendance and actively participate in each lesson as you will be graded both when you are leading the lesson and when you are participating in the lesson (40 points – 5 per day)
 - Additionally, you will also be asked to complete two reflections on another student and a reflection on each of the two lessons that you lead.
 - **The reflection will be a one page summation of: a) what you liked about the lesson; b) how could the lesson be modified; and c) how could this student present the lesson better.**
 - Bring clean shoes to class – only **CLEAN** shoes will be allowed in the gymnasium during activity time.
 - **NO GUM** – GUM is not permitted while teaching or participating in physical activity.
 - Dress appropriately for physical activity in class.
 - 3) As a group you will then be responsible to lead two group activities in an elementary classroom (30 points)
 - One lesson will be age appropriate for **grades K-3**.
 - The other will be age appropriate for **grades 4-6**.
 - You **WILL** be able to use one of the lessons already taught in class but it must be a lesson from one of your group members.
 - Your group will submit one reflection on your first lesson.

- * Semester Project: Resource File (35% of grade). Throughout the semester you will build a resource file and collect resources provided on D2L, peer activities, web sources, and other resources to aid you in integrating movement activities. All resource files will be submitted on D2L by 2:30 pm on Wednesday, Dec. 20th.
 1. Original Movement Academic Integration Activity (Chapter 7) (35 pts)
 - a. Develop/Design/Author an original academic integration movement activity
 2. Children’s movement literature (Chapter 1, 2, 9) (10 pts)
 - a. Develop a reference list of at least 10 excellent movement books for your classroom
 3. Playground Activity (Chapter 3, 8) (30 pts)
 - a. Complete one playground assessment at a local elementary school
 - b. Complete playground organization project
 4. Indoor Activity Box (Chapter 2, 8) (10 pts)
 - a. Develop an indoor activity box to be used for those days when the children are not able to go outside for recess or when children complete their seatwork. (Avoid board games!!!)
 - i. Examples: Twister, DDR, Balloon Volleyball, Yoyo’s, and Hop Scotch...
 5. Develop a Fitness Presentation/Brochure to promote physical education in your classroom: (Ch. 1-12) (35 pts)
 - a. Integrate information from the semester into a well-designed brochure/presentation for parents of your “future students.”
 6. Activity Calendar: (Ch. 4) (30 pts)
 - a. You are responsible to make a “Family Activity” Calendar for an assigned month during a school year. (September thru June of school year 2017-18).

GRADING SCALE

%-age	Grade	%-age	Grade
100-93	A	79-77	C+
92-90	A-	76-73	C
89-87	B+	72-70	C-
86-83	B	69-60	D
82-80	B-	Below 60	F

Tentative Course Outline:

Week #1

9/5 - Course Outline and Expectations;
Article Review: Due 9/11/17.

Week #2

9/12 - Chapter 1
Individual lessons (Section 1 – 8 lessons)

Week #3

9/19 - Chapter 2
Individual lessons (Section 1 – 9 lessons)

Week #4

9/26 - Chapter 3
Individual lessons (Section 1 – 9 lessons)

Week #5

10/3 - Chapter 4
Individual lessons (Section 1 – 9 lessons)

Week #6

10/10 - Test #1: Semester Project Assignments

Week #7

10/17 - Chapter 5
Individual lessons (Section 1 – 9 lessons)

Week #8

10/24 - Chapter 6
Individual lessons (Section 1 – 9 lessons)

Week #9

10/31 - Chapter 7
Individual lessons (Section 1 – 9 lessons)

Week #10

11/7 - Chapter 8
Individual lessons (Section 1 – 8 lessons)

Week #11

11/14 Group lessons in Elementary Schools;

Week #11

11/21 Group lessons in Elementary Schools

Week #13

11/28 Test #2: Semester Project Assignments

Week #14

12/5 Chapter 9 thru 12 - Assignment
Final project questions

Week #16:

12/12 Test #3 (Final project due by 2:30 pm on Wednesday, December 20th).

Section 1: 11 groups of 3 students / 1 group of 2 students (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

11/14:

10:20 – K thru 3rd grade: Section 1: Group 1, 2 // Group 3, 4 // Group 5, 6

10:40 – 5th or 6th grade: Section 1: Group 7, 8 // Group 9, 10 // Group 11, 12

*Can adjust this schedule anytime between 10:15 and 11:30.

11/21:

10:20 – K thru 3rd grade: Section 1: Group 7, 8 // Group 9, 10 // Group 11, 12

10:40 – 5th or 6th grade: Section 1: Group 1, 2 // Group 3, 4 // Group 5, 6

*Can adjust this schedule anytime between 10:15 and 11:30.