



PE 334
Physical Activity in the Elementary School

"Keeping youngsters active and healthy for a life time"



Meeting Place: NP 202-203.
Section 1: 7:30-8:40am Section 2: 8.50-10.00am M, T, W, TH, F

Professor: Dr. Ferman Konukman (Dr. K)

Office Hours: M, T, W, TH, F:10.00-11.00 am
Other days by appointment

Office: 129 PE Bldg
Phone: 963-1929
E-mail: konukmaf@cwu.edu

Course Web site: <http://www.cwu.edu/~konukmaf>
Please click on course information and go to PE 334

Text & Readings: Required

1. Graham, G., Holt/Hale, S., & Parker, M. (2002). Children Moving: A Reflective Approach to Teach Physical Education (Sixth Edition). Mt. View, CA: Mayfield.

Supplementary

2. National Association for Sport and Physical Education, (1995). Physical Education Standards, K-12. AAHPERD: Reston, VA.
3. Colvin, A, V,., Markos, N. J. E., Walker, P. (2000). Teaching The Nuts and Bolts of Physical Education. Urbana-Champaign, IL: Human Kinetics.
4. C. J. Hoople. (1995). Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment. Urbana-Champaign, IL: Human Kinetics.
5. Multicurricular PE
6. Graham, G. (1992). Teaching children physical education: Becoming a master teacher. Champaign, IL: Human Kinetics.

7. The Journal of Physical Education, Recreation, and Dance – Published by: AAHPERD (Library or on line)
8. Teaching Elementary Physical Education (journal) – Published by: Human Kinetics (Library or on line)

Online Resources:

PE Central <http://www.pecentral.org>

PE Links 4U <http://www.pelinks4u.org>

Purpose of the Course:

Welcome to PE 334! This course is in the Elementary Education program of study because current Washington State law requires that children in public schools receive 100 minutes of physical education instruction per week. In most situations Physical Education Specialists are able to provide a maximum of 60 (or less) minutes per week to schoolchildren in elementary schools. By necessity, the remainder of time required in physical education falls to the classroom teacher. This course focuses on helping each student acquire a practical background in teaching developmentally appropriate physical education activities, and advocating for the same in elementary school settings.

This course focuses on the knowledge and skills associated with the effective teaching of elementary physical education curricula. Because of the nature of the course, developmentally appropriate content and pedagogy are interwoven throughout. This course approaches curriculum from a “skill theme” perspective and stresses the use of generic levels of skill proficiency to guide in the planning and presentation of content. Emphasis is placed on developing an applied understanding of the course content through reading, lecture/discussion, small group work, movement experiences, self-evaluation and, ideally, teaching experiences.

Additionally, students will be introduced to the requirements and philosophy of the Physical Education Teacher Education Program (PETE) at Central Washington University. As part of CWU’s commitment to prepare highly qualified educators, this course utilizes our constructivism philosophy. In it we ensure that the learner creates knowledge, knowledge is “constructed” or made meaningful when the learner relates new information to prior or existing knowledge, that the knowledge is constructed and shaped by experiences and social interactions, and that the students will establish knowledge cooperatively. This class experience will contribute to students meeting the following CWU and State standards:

CWU Center for Teaching and Learning

CTL.1	DOMAIN: I) Evidence of Candidate Learning: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.1	STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.2	STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CTL.1.3	STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
CTL.1.4	STANDARD: Candidates reflect dispositions expected of professional educators
CTL.1.5	STANDARD: Candidates demonstrate a positive impact on student learning.

Washington State Health & Fitness Standards

1.0 Common Core: Content Knowledge

A health/fitness teacher understands health/fitness content, disciplinary concepts, and tools of inquiry related to the development of a physically educated and health literate person.

S1.4 incorporate interdisciplinary learning experiences to integrate knowledge and skills from multiple subject areas.

S1.8 create and use appropriate instructional cues and prompts for basic motor skills, rhythms, physical activity, and fitness.

4.0 Common Core: Management and Motivation

A health /fitness teacher uses and understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

S4.1 use a variety of developmentally appropriate practices to motivate learners to participate in physical activity and positive health practices inside and outside of the school.

S4.4 use managerial and instructional routines which create smoothly functioning learning experiences

6.0 Common Core: Planning and Instruction:

A health /fitness teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated and health literate individuals.

S6.1 identify, develop, and implement instructional and program goals.

S6.2 select implement, and evaluate instructional strategies based on developmental levels, learning styles, and safety issues.

7.0 Common Core: Learner Assessment:

A health/fitness teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners.

S7.1 use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, and com

8.0 Common Core: Reflection

A health/fitness teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and seeks opportunities to grow professionally.

S8.2 consult professional literature, colleagues, and other resources to develop professionally.

Instructional Objectives:

As a result of passing this course each student should be able to:

1. Define and provide practical examples of skill themes, movement and how they are taught effectively.
2. Comprehends the essence and importance of an effective physical education program at the elementary school level.

3. Distinguishes between effective and ineffective content and teaching strategies in elementary physical education programs.
4. Creates and recognizes developmentally appropriate physical education content for elementary aged children.
5. Explain the need for generic levels of skill proficiency and how they are used in conjunction with skill themes to build a developmentally appropriate physical education curriculum for children.
6. Identify and provide appropriate movement tasks and instructional cues based on the observed skill level of children.
7. Accurately describe and demonstrate an appropriate progression of cues (critical elements) based on generic levels of skill proficiency.
8. Create interesting challenges that motivate children to continue to practice tasks.
9. To identify critical elements for basic locomotor and stability skills and develop appropriate sequences.
10. To demonstrate with competence basic locomotor and stability skills including rhythms and physical activities (sports, games, lifelong leisure activities).
11. To describe and demonstrate concepts and strategies related to skillful movement and physical activity.
12. Assess individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social and emotional domain.
13. Organize, allocate, and manage resources (time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.
14. Use managerial and instructional routines to create smoothly functioning learning experiences.
15. Learn how to teach reflectively.

Homework Assignments:

1. **Online quizzes:** There will be online quizzes. Please go to McGraw Hill text book web site (<http://www.mhhe.com/graham6e>) and sign in with the pass word in your text book. In web site you need to go to specific chapter that assigned before you come to class and e mail me the results. Please complete all assignments **on time**. **Late assignments and quizzes will not be accepted.** All assignments must be **typed** except where otherwise noted.
2. **Readings:** You will have on line article readings in course web site and write 2-3 pages-double space reflections about them.
3. **Activity Laboratories in the gym:** These laboratories will require you to actively participate in activities that eventually be teaching. You will be expected to dress appropriately for activity and actively participate in the lessons. If you don't dress up properly you wont be able participate any activity and NO points for attendance.
4. **Exams:** This will be a **one midterm** and **one final exam** that require you to synthesize much of what you have learned in this course.
5. **Attendance:** Attending class and participating in discussion and activities is essential in this class. Please **BE ON TIME!** You will get 5 points each time when you attend class on time, and lose 3 points if you are late or tardy. Students are expected to participate all class sessions. In the event of absence, it is the student responsibility to obtain the information and materials presented during missed class. **If you miss more than 4 classes, your grade will be an F automatically.**

6. Academic Service Learning Project:

Academic Service Learning is a civic engagement project with the schools in our society. Skill theme concepts that you learned will be applied to some schools in Ellensburg and you will be teaching them for 3 days. An extra ASL manual that includes sample lesson plan and rubrics will be provided by myself about this project. Students will be required to create lesson plans that they will teach in public school settings for Academic Service Learning (ASL) project. More detail will be provided at the appropriate time. **(Live text Artifact)**

7. **Worksheets:** Take home work sheets will be provided for each skill theme chapter reading in the course website.

Student Requirements:

1. It is expected that students be prepared for, attend, and actively and constructively participate in all scheduled class meetings. Failure to do so will be reflected in your grade.
2. All reading assignments are expected to be completed prior to class meetings.
3. Work submitted in this class is a reflection of your professionalism. Therefore it is expected that all work be **typed** and **PROOFREAD** prior to submission. Papers/lesson plans are to be stapled and turned in without report covers. Failure to follow guidelines of assignments (e.g. format, content, conventions, proofreading, etc.) will be reflected in your grade. All assignments must be turned in to my mailbox by 5:00PM on the day that they are due. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED** An assessment rubric will be provided and posted in course website for all home works.
4. Please turn off cell phones during class.
5. Your behavior and preparation for classes are also a reflection of your professionalism. **Minimum** standards include:
 - ✓ Respect for classmates and professor
 - ✓ Readiness and willingness to learn
 - ✓ Appropriate attire and shoes for all class meetings involving activity
 - ✓ Taking responsibility for own learning
 - ✓ Taking responsibility for actions,
6. **Dress code: Please do not wear hats in any PE classes** – theory or practice. We are responsible for preparing you for the working world. Students in public school PE classes do not wear hats – we shouldn't either. Hats are not professional attire and shall be removed as you enter the building. Also you should not chew gum when in public school settings for the same reason. You must dress up properly when you came to gym activities, Please NO jeans, and outside shoes

Evaluation and Grading:

Grading for this course is described below:

Quizzes	10%
Attendance	10%
Readings	10%
Work sheets	10%
ASL teaching project	20% (Live Text Artifact)
Midterm	20%
Final	20%

Total	100%
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Grading Scale

A	94-100	B+	88-89	C+	78-79	D+	68-69
A-	90-93	B	84-87	C	74-77	D	64-67
		B-	80-83	C-	70-73	D-	60-63
F	Below 60						

Make-Ups:

Students are expected to submit all assignments and complete any tests, which are due during an athletic (or other university related) trip prior to the date of departure.

Professional conduct

This is a professional preparation course. Therefore, display of unprofessional behavior such as tardiness, lack of preparation and non-participation in class will result in a deduction from the final grade.

Dishonesty

Students who commit academic dishonesty will not receive credit for the assignment and possibly for the class