College of Charleston
PEHD 352 PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS
Fall 2017, 3 Semester Credit Hours

Time & Place: 2:00 – 3:15 PM MW; Rm 111 Silcox Physical Education and Health Center

Instructor: Karen M. Smail Ph.D.

Office: Rm 214, Silcox Physical Education and Health Center

Office Hours: MW 9:00-10:00 AM and 1:00-2:00 PM or by appointment

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Prerequisites: PEHD 201, 222 and/or 223, 235, 250 and acceptance into the School of Education Health and Human Performance at the College of Charleston

Co requisite: PEHD 352 Lab must be taken at the same time as PEHD 352. See PEHD 352 Lab syllabi for specific course requirements and expectations.


Course Description: The course is designed to teach basic requirements, principles, and concepts for conducting physical education in an elementary school setting. Focus will be on constructing and implementing developmentally appropriate movement and fitness experiences for elementary school learners from diverse backgrounds, with an emphasis on reflective teaching. Clinical experiences required.


NASPE. National Standards and Grade Level Outcomes (2013). Posted in OAKS.


Wiki account for electronic portfolio

SOE Mission: The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Conceptual Framework: Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals
who can MAKE THE TEACHING - LEARNING CONNECTION through:

Understanding and valuing the learner;

Knowing what and how to teach and assess and how to create an environment in which learning occurs;

Understanding ourselves as professionals.

**Instructional Strategies**

Direct instruction, questioning, guided discovery, individual and group labs, class discussion, small groups, cooperative learning, interactive technology, field experiences with local schools, and peer teaching

**Student Learning Outcomes:** By the end of this course students will be able to:

1. Plan effective lessons that are developmentally appropriate for K-5.
2. Plan appropriate assessment for lessons and skill development.
3. Evaluate skill development of students within their class and reflect on the effectiveness for their pedagogy relative to student growth.

**Course Objectives**

Competencies within the course should prepare candidates to:

1. Understand the importance of physical education from a historical prospective [SOE II, VII; NASPE 1.5, ETC I, III]
   a. defining, and interpreting historical importance for including physical education as part of the elementary school experience
   b. discussing its current issues and laws based on historical, philosophical, sociological, and psychological perspectives
   c. describing the goals and value of physical education and the effects of physical activity on individuals and society
   d. developing their individual philosophy on teaching

2. Identify various components of effective management and instructional strategies [SOE I, III; NASPE 4.1,4.2, 4.3, 4.4; ETC II]
   a. using managerial routines that create smoothly functioning learning experiences that lead to desired student outcomes
   b. designing and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction as it relates to cognitive and affective development.
   c. Developing plans with strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment
   d. Defining and describing various legal terms and actions associated with lawsuits that may be brought against physical educators
   e. Discovering the range of technology available for use by the classroom teacher in the field of physical education
   f. Analyzing skill performance and providing feedback
g. Demonstrating the ability to individualize instruction to accommodate the developmental levels of all learners, including learners with disabling conditions

h. Demonstrating reflective teaching practices through the use of journals, planning, dialogues, self-evaluation, and evaluation by other students

i. Evaluate fundamental motor skills and provide feedback from videos

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>1. Mid term</td>
<td>100</td>
<td>16%</td>
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<tr>
<td>2. Physical Education Website Presentation</td>
<td>50</td>
<td>8%</td>
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<tr>
<td>3. Journal Article Critiques (2 @ 15 pts)</td>
<td>30</td>
<td>5%</td>
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<td>4. Electronic Teaching Portfolio</td>
<td>55</td>
<td>9%</td>
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<td>5. Unit Plan</td>
<td>75</td>
<td>12%</td>
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<tr>
<td>6. Homework Assignments (5 pts per chapter)</td>
<td>100</td>
<td>16%</td>
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<td>7. Fitness Test</td>
<td>20</td>
<td>3%</td>
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<tr>
<td>8. Professional Activities (mandatory)</td>
<td>65</td>
<td>10%</td>
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- SCAHPERD Convention 30
  - Super Stars 15
  - First Aid and CPR certification 5
  - Attend one CCSD meeting 10
  - Jump Rope for Heart 5
  - (participant/volunteer) Other 25
  - (PETE mtg, PETE involvement)
| 9. Final Exam (Friday Dec. 8, 12-3pm) | 100 | 16% |
| 10. Quizzes | 25 | 4% |
| Total Points | 620 | 100% |

Description of Projects

1. **Mid Term** (100 points) The mid term exam will be held during an assigned class period. See class calendar for specific date. Content of the mid term will cover all class discussions, and chapters covered in textbook.

2. **Physical Education Website Presentation** (50 pts) Each candidate will be assigned a Physical Education website to critique for its (1) professionalism, (2) accuracy, (3) usefulness, and (4) accessibility. Each student will prepare a presentation to demonstrate the website to the other students.

3. **Article Critiques** (15 points each=30 points) Candidates will critique two (2) articles from various journals related to the field of Physical Education dealing with Elementary Pedagogy. Critiques should include (A) contain a brief introduction, (B) state the main ideas of the article to the profession, and (C) present a personal summary statement of the article. The article must be ONE PAGE single spaced.

4. **Portfolio** (50 points) Each candidate will submit an electronic portfolio. The portfolio will include but are not limited to: an updated resume, philosophical statement, reflections from 3 field experiences, lesson plan that shows developmentally appropriate planning activities, assessment instruments developed, article critique. See course calendar on WebCT for individual deadlines.

5. **Unit Plan** (75 points): Each student will complete a unit plan of study. The specific topic and grade level will be assigned to the student and the specific details will be outlined on WebCT.
6. **Homework Assignments** (100 points): Students will read and answer the “Reading Comprehension Questions” at the end of each of the assigned chapters. Specific chapters are posted on the WebCT calendar. All answers will be typed and submitted on the specified date to receive credit for the assignment.

7. **Fitness Test** (20 points): All students are required to complete the fitness test. The test will be giving during a scheduled Lab meeting time and you must provide the instructor with a hard copy of your results. **To successfully pass your Overall Score (based on percentile, you must score above average on 3 of the 4 elements.** If you successfully reach the 3 of 4 scores during your first attempt all 20 points are awarded. If it takes you 2 times to reach the 3 of 4 score successfully a maximum of 15 points can be earned. If it takes you 3 or more times to make the 3 of 4 score a maximum of only 10 points can be earned. If you do not make the score during PEHD 352 five points will be awarded. **However, you must pass 3 out of 4 sub tests before being allowed to enroll in Clinical Practice.**

8. **Professional Activities** (65 points) Throughout the semester the candidate will be expected to be involved in school and community events that assist in professional growth and development. The activities can be but are not limited to: First Aid and CPR certified valid through December 5, 2017; Attend OCSD Board meeting (2nd and 4th Mondays 5:15 pm at 75 Calhoun St.; Participate/volunteer for Jump Rope for Heart, Attend PETE meetings; Serve as a committee member or assist in planning a PETE event;

9. **Final Exam** (100 points) The Final Exam will be during final exam week. Specifically Friday Dec. 8; 12 - 3 pm Rm.111. The final exam will focus primarily on content covered during the second half of the course but will include concepts discussed throughout the semester.

10. **Quizzes** (25 points) Quizzes will be held throughout the semester and cover readings, lectures, and class discussions. Quizzes will not be announced prior to class so come prepared.

**Evaluation Scale:**

- A = 90-100%
- A- = 88-89%
- B+ = 85-57%
- B = 80-84%
- B- = 78-79%
- C+ = 75-77%
- C = 70-74%
- C- = 68-69%
- D+ = 66-67%
- D = 64-65%
- D- = 62-63%
- F = <62

**Course Content:**

Unit I. Physical Education in our Schools
- A. The historical importance of physical education
- B. Developing a personal philosophy
- C. The impact of physical education on elementary learners
- D. Content standards in contemporary physical education

Required Readings: Graham, Holt/Hale, Parker Chpt. 1; National Standards for Physical Education pg.v-59

Unit II. Management Strategies for Curriculum and Behavior
- A. Curriculum Design and Development
- B. SC Physical Education Elementary Curriculum Standards
- C. Lesson Planning and Evaluating Instruction
- D. Managing Learners in elementary physical education settings
- E. Legal Liability, supervision, and proper care of students
Required Readings: Chapters 3,5,7,8,9,10,11,12 SC Curriculum Guide, Appropriate Practices, Outside sources

Unit III. Making the Teaching Learning Connection: Methodology and Style
A. SOE Teaching Learning standards
B. Teaching Strategies and Styles
C. Evaluating and interpreting movement performances
D. Presenting movement tasks, games, sport, and fitness
E. Developing movement patterns and fundamental skills
F. Instructional procedures for learners with disabilities
G. Physical Education and Subject matter integration
Required Readings: Course text chapters
2,3,4,6,11,13,15,16,17,18,19,20,21,22,23,24,25,26,27,28,32

ATTENDANCE POLICY:
Your presence is required in each class. If you are absent more than TWO times 5 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Student illness by Campus Wellness Center or written notice from an off campus health professional, Death in the family or close friend, Student hospitalized, Documented personal tragedy, Documented athletic events, and others. If you are not present when roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Students will not be withdrawn for excessive absents, but will lose points as per stated above.

EXAMINATION POLICY:
Exams must be taken on the day assigned unless arrangements are made prior to the test date. If a student is absent on the day of an exam, he/she will receive a zero if the professor is not notified before class time.

PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS:
The College of Charleston and I are committed to the full inclusion of all students. Students who by nature of a documented disability, require academic accommodations should contact the professor immediately. Please do not wait till a difficulty is encountered to communicate such requests.

MAKE UP POLICY:
Late assignments will not be accepted beyond the due date. All make up exams must be made up within one week of the original exam date. This is the student’s responsibility

HONOR SYSTEM:
See the most current issue of the College of Charleston Student Handbook (Academic Honor System).
http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
PERSONAL ELECTRONIC DEVICES

Personal electronic devices such as cell phones and other electronic devices are not permitted in class. Students needing to bring such devices to class must be sure the device is TURNED OFF (not set to vibrate) and secured inside a book-bag, purse, or pocket for the entire class time. Students using personal electronic devices during class time will be asked to leave the classroom for the remainder of the class meeting time.