

1MONTGOMERY COLLEGE
HE, ES, and PE
Rockville Campus
PHED204: Foundations of Elementary School Physical Education

I. Instructor Information

- I. Contact Information
Office:
Class Time:
Office Hours:
Email:

II. General Course Information

PHED204: Foundations of Elementary School Physical Education

3 semester hours: Lecture, activity participation, teaching presentations and outside observations

This course will focus on curriculum models for elementary physical education, with emphasis on the movement education model. The relationship of skill themes and movement concepts in the development of quality, effective programs will be analyzed and discussed. The Shape America standards will be examined and applied throughout the semester. Comparisons of the SHAPE AMERICA Standards to the Maryland State Voluntary Curriculum will also be explored.

III. Specific Outcomes

- Students will explain the relationship of movement concepts and skill themes.
- Students will develop teaching presentations using the Laban framework.
- Students will identify, explain and implement the SHAPE AMERICA Standards in the development of their lesson and unit plans.
- Students will compare and contrast the SHAPE AMERICA Standards to the Maryland State Voluntary Curriculum.
- Students will apply the teaching models to the development of effective lesson plans.
- Students will differentiate between different teaching styles.
- Students will observe professionals in the field, and analyze their styles, content and effectiveness.

IV. Text and Supplies

Required:

1. Graham, G., Holt/Hale, S. and Parker, M. (2013). *Children Moving: A Reflective Approach to Teaching Physical Education*. New York, NY, McGraw Hill (ninth)
- 2.

V. Grading

A. Requirements

There are some necessary requirements for students taking this course. Without fulfilling these

requirements, the student will not pass, regardless of their course percentage grade. These requirements are:

- Students must participate in the Wellness Fair (April 19^h) and complete the Wellness Fair Assignment.
- Students must complete all four lesson plans.
- Students must attend the observation at Fox Chapel Elementary School on February 27 for the entire school day (9:00-3:00).

B. Course Grade

Category	Points
Exams	150
Assignments	165 (TBD)
Professionalism and in Class Participation	65
Chapter Worksheets +10, 10	120
Total	420

Professionalism and In Class participation: This course is designed for future professional educators. As such, an important emphasis of this class will be not just preparing you with content knowledge, but with the life skills that are critical for professionals in the field. You must be on-time for each class. Students are expected to read all material prior to class, and turn off all cell phones and electronics when entering the classroom. **Absences will be very detrimental to this portion of your grade.**

- Professional and in Class participation points include class room discussions, including worksheet discussions (3 points per worksheet maximum) as well as gymnasium activities
- Each absence will deduct 8 points from this portion of your grade. You will be counted as absent if you arrive after 11:15.
- You will lose 4 points for arriving after 11:05 on lecture days.
- Students not dressed appropriately for physical activity days will be marked absent, and not be allowed to participate.
- Students who come in late, and/or miss any part of group discussions may not earn points for the group discussions.
- Students who attend unprepared (for example, not having articles, handouts etc.) will not earn points for any group discussion for which these are required.
- The professor reserves the right to drop students for excessive absences as defined in the Student Code of Conduct.

When participating in any non-classroom lecture, students must abide by the following dress codes:

Teacher-led in-gym activities: You should be dressed appropriately for physical activity whenever physical activities may occur (shorts/sweat pants, tee-shirts/sweatshirts with no inappropriate graphics or language, indoor athletic shoes- no cleats, spikes or dance/ballet slippers).

Student led activities and in school observations: Professional dress is required. Students not dressed professionally will not be allowed to participate in these activities.

Upper Body	<ul style="list-style-type: none"> • Collared shirt with clean and plain undershirt underneath • Shirt tucked in • Clean and neat outerwear (fleeces, jackets, gloves, hats, etc.) • No see through material • Keep midriff area covered without underwear showing
Lower Body	<ul style="list-style-type: none"> • Shorts should not go higher than the knees (Try the fingertip test. The fingertip test requires that the length of clothing be at or below fingertips when arms are placed at one's sides.) • Pants Khakis or athletic pants) and shorts at or closely around waist level • No cut off or torn bottom shorts • Clean, tied athletic footwear appropriate for either indoor or outdoor use
Overall Considerations	<ul style="list-style-type: none"> • No inappropriate logos, patches, or sayings on clothing (beer logos, dirty sayings, etc.) • No clothes with visible stains or holes in them • Clothing does not hug your body like skin nor hang from your body in a baggy fashion

Chapter Worksheets: Most chapter we cover will have an accompanying worksheet on Blackboard. You will complete each worksheet prior to the chapter discussion and submit it via Blackboard. Class discussion will arise from your completed worksheets. Each worksheet is posted on Blackboard in its corresponding module.

All out of class assignments (including worksheets) must be typed and double spaced. All assignments must be stapled prior to submitting them in class.

Pop quizzes on the material may be given.

Timely fulfillment of course requirements is mandatory. Late assignments will not be accepted unless prior arrangements have been made. Exams must be taken when scheduled except under circumstances considered to be extraordinary by the professor. Students must contact me within 24 hours of a missed test with written documentation of their emergency. It is not fair to the students who have met

deadlines to give extra time to those who fail to do so.

You are encouraged to schedule an appointment to discuss any problems that may arise with regard to attendance and/or progress in the course. Early solutions to problems are keys to success.

Any instance of academic dishonesty such as cheating or plagiarism will be penalized according to College regulations. Please refer to the Code of Conduct for further information.

NOTE: COLLEGE REGULATIONS SPECIFY THAT EATING AND DRINKING ARE NOT ALLOWED IN CLASSROOMS.

Assignment information

All assignments need to match the following criteria

1. **Late assignments will NOT be accepted** without written documentation of a legitimate, uncontrollable emergency. All assignments will be submitted through Blackboard.
 2. **All assignments are due at time and date listed on Blackboard (date on syllabus), unless otherwise indicated.**
 3. Assignments should be formatted correctly for margins and font size. (Margins (should be one inch left and right, .5 inch on top and bottom) and fonts either 10 or 12. All papers should use APA style for citations. For help with APA citation format, please visit the MC library's webpage at <http://libguides.montgomerycollege.edu/apa>
 4. Students can set up reminders for all assignments through Blackboard. For assistance with this, please view the short video: https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student/020_Get_Started/050_Notifications
 5. **All assignments will be graded on both content and writing quality.** For assistance with writing, please visit the Writing, Reading and Language Center (<https://cms.montgomerycollege.edu/wrlc-rv/>)
- A. Blackboard – Technology: It is the student's responsibility to be familiar with how to use Blackboard. If you are unfamiliar with the technology, you should visit the following web addresses to determine if online courses are appropriate for you and to prepare for this course.
<http://montgomerycollege.readi.info/>
http://www.montgomerycollege.edu/distance/lessons/students/student_tutorials.html
- B. Blackboard –
- B. Technical Issues: If during the course, you experience a technology-related problem with Blackboard, you need to follow the procedures below. Following these correct procedures as soon as the incident occurs may allow you to re-submit an assignment or be granted an extension to a course deadline (if necessary) depending on the circumstances and approval from your professor. If you do not contact Blackboard and provide your instructor with the information below, you will not be able to turn in any assignments after the due date.
1. As soon as the issue occurs, call the Blackboard Help Desk at 240-567-7222
 2. Write down the work order number received from the Blackboard Help Desk.
 3. Send an email to your professor identifying: the date and time of the phone call, the work order number, the nature of the problem, the steps to resolution suggested by Blackboard and the outcome of the phone call. This email must be sent within 1 hour of contacting the Blackboard Help Desk. *If in doubt, contact the Blackboard Help Desk if you are experiencing a problem. Students who do not follow the instructions above will not be able to resubmit work in the event of a technical error.

Chromebooks and MacBooks are not compatible with direct uploads to Blackboard. If you are

using either of these computers, be sure to follow the directions below:

- Compose your paper in a separate document (i.e. MS Word)
- Save your paper as a .doc, .docx or .rtf file (if you are using MS works, you must save your document as an .rtf file).
- When you have completed and saved your paper, click on “Add Attachment”.
- Click on “My Computer” to browse for the document saved on your computer.
- Once you have found your file, Click “open” – this will attach your file to the drop box.
- Make sure that your file has be uploaded in the proper format (.doc, .docx or .rtf)
- When you are finished, click on the “submit” button.

If you experience technical problems while trying to submit your work, please contact the Blackboard Help desk at 240-567-7222 for assistance. If you are unable to resolve the issue with the Helpdesk, you will need to send an email to your instructor. Follow the instructions outlined in your course syllabus under “Blackboard - Technical Issues” to inform your instructor of the issue.

Student Email

Your email account will be the official means of communication between you and Montgomery College. It is recommended that you check this account daily for official communication from the course. In addition, if you need to send an email to the professor, you must send it through this email address. Any communication sent from a personal email (i.e. yahoo, Gmail) may not get through to the instructor’s inbox. I do not use Blackboard Course Mail for this course.

For more information or questions regarding the Montgomery College email system, follow the “help” links in My MC for more detailed instructions on using email.

You can auto forward e-mail to an external account. Click on the “help” link in your email window for more information on account forwarding. Just make sure that you log back into the MC email system when replying to any emails.

For school–related correspondence, all e-mails should be written with proper grammar, spelling and punctuation. Please also identify yourself including the day and time of your class.

Exam Information

There will be three exams throughout the course of the semester. The exams will be on-line exams, on your Blackboard course page in the Exams module. Exam due dates are posted in the Course Schedule at the end of this syllabus. Students will have 75 minutes to complete each exam. Exams must be completed and submitted by the due date posted on-line. . You must complete all on-line exams and in the same session you first open them. **You will not be allowed access to them a second time.**

Physical Education 200: Assignments

Chapter 1 Assignment: (5 points) Read the SHAPE AMERICA position statement “What Constitutes a Highly Qualified PE Teacher at the following link: <http://www.aahperd.org/Shape America/standards/upload/What-Constitutes-a-Highly-Qualified-PE-Teacher-2007.pdf> This statement is also saved as a link On Blackboard under the SHAPE AMERICA: Position Statements link.

This article contains six bulleted components that NAPSE has put forth as those most important for a highly-qualified teacher. In an oral presentation to the class, reflect upon how you feel you currently match, philosophically, with at least three of the bulleted statements provided. As an undergraduate student, you are not expected to have all the skills and knowledge sets described yet. However, as a future professional, the philosophy, and the desire to obtain these knowledge sets are critical. You will submit an outline of your presentation on Blackboard as well as a hard copy to me for the presentation.

PE Advocacy paper: (15 points) You are a new teacher in a public school. On your first day, while eating lunch in the staff room, you hear several other teachers complaining about their responsibilities and all of the prep they have. One teacher comments “It must be nice to be a gym teacher- throw out the ball and watch kids play all day.”

Using what you have learned so far in your academic career, as well as the statement paper listed below, describe (1) what discussion you could have with these teachers to persuade them of the importance of physical education for children, (2) why and how you plan on being a “professional” in your approach to teaching and (3) how what you are teaching can help their students in the classroom.

This paper can be written as a five paragraph paper or as a narrative, as long as it contains all required information. You should include a Works Cited page at the end of the assignment.

<http://www.aahperd.org/Shape America/standards/upload/Physical-Education-is-Critical-to-a-Complete-Education-2001.pdf>

Chapter 32 assignment *Using Literature to teach Skill themes and movement concepts*

Develop an activity in a lesson plan using children’s book to introduce/explore one or more movement concepts or skill theme categories. This should be designed for a primary grade (K-2). The lesson plan must contain the grade level, content, and objectives for each learning domain. The activity should be approximately 8 minutes in length. You must bring the book to class for the presentation. (15 points for assignment)

Chapter 11 Assignment: You may use a PHED activity course (with professor permission) or an EDUC102 class for this assignment. Observe a physical education class for its’ entirety. Randomly select 2 female and 2 male students by asking the professor/teacher for the first two male and female student on their roster. Using the observation form (on Blackboard), complete the Student Participation Assessment survey. Next, in a five-paragraph paper, reflect upon the results. How was the overall MVPA (moderate-vigorous physical activity level) for each student? Were the students on-task an acceptable amount of time? Do you feel there was equitable participation between the students? Overall, would you rate the class a success in terms of student participation? Why or why not? (15 points)

Chapter 27 Assignment: (15 points) Individual Teaching Presentation: Each group (or individual student) will be randomly assigned one component of fitness that is the primary focus of their lesson. The

presenter(s) will develop a 10-15 minute lesson plan focusing on this health component, write it up and present it to the rest of the class in the gymnasium. Utilize games and movement activities that stress the fitness component your group was assigned. Students will receive no credit for presenting calisthenics, organized runs etc. (an additional 5 points for gym activity points)

Fox Chapel ES Observation Assignment (35 points)

Part One: Group observation: As one part of your assignment for this observation, you will use the "Checklist for Measuring Motivational Climate." This article is found as a file on our course page and was referenced in our PHED201 course. A copy of this tool must be brought to the observation, and you need to fill out the grade and the content. You need to identify the teacher, the grade and the lesson content at the top of each page. Complete this checklist during one of the classes we observe. In addition to reading the article for this assignment, you are responsible for the material in this article for exams and quizzes. (5 points)

Part Two: Next, in a five paragraph paper, reflect upon the style, quality and content of the teaching you observed. How does what we observed compare to what we talk about in our lectures? Compare the teacher we observed to what you remember from your elementary school experience. (10 points)

Part Three: You will present your Chapter 32 assignment to at least one group of students in the afternoon Pre-K class (2:05-2:35). Then, you will write a five-paragraph reflection on the experience. Make sure to address;

- 1) your management effectiveness,
- 2) the engagement of the students,
- 3) the appropriateness of the book and your lesson content to their physical, cognitive and emotional level. (15points)

Part Four: Type up a lesson plan from one of the lessons presented. Be sure to include a learning objective from each domain, the grade and the lesson content. (Five points)

Wellness Fair Assignment (20 points) Students will sign up for a minimum of a 90-minute time slot for the Wellness Fair. Alone, or with classmates, you will lead Fair visitors through a variety of fitness games and activities that might be found in an elementary physical education class. (We will go over sample activities in class, and I will give you resources for additional games if you wish). Your assignment points will be based upon your participation and a reflection paper that you submit after the fair. Extra credit points may be earned for students staying longer than the minimum requirement. **The Wellness Fair is Wednesday, April 19th.**

Lesson Plans: (40 points) Students will write 4 lesson plans for an assigned grade. Each lesson plan will be the introductory lesson for one of the following topics:

- #1: locomotor skills (K-5) or traveling/chasing/fleeing (3-5)
- #2 Bending/ Stretching/ Jumping/ Landing/ Balancing/ Transferring weight
- #3 Kicking/ Punting/ Catching/ Throwing
- #4 Volleying/ Dribbling/ Striking

Each lesson plan is 10 points and each presentation is 5 points. Students will present a minimum of two

times and a maximum of four times (TBD by beginning of MODULE 6).

C. Standards

All submitted outside assignments must be typed. All work should be in 10-12 fonts, double spaced. All work will be graded based on content as well as grammar. All assignments must be turned in at the beginning of the class in which it is due. Late assignments will not be accepted except in the case of extreme, documented emergencies.

D. Make-up Policy

Students are responsible for obtaining the information they may miss due to absences. They may get the notes from their classmates, or see the instructor during the scheduled office hours. Any quiz or exam missed may not be made up, unless the student contacts the instructor 24 hours before the scheduled quiz/exam. A student who misses his/her presentation date will not be allowed to make it up.

E. Late Policy

Three tardy attendances (up to 15 minutes late) are equivalent to one absence. Any student more than 15 minutes late to class will be considered absent during that class. Students arriving late should be non-disruptive, and sit toward the rear of the classroom. Students missing 4 or more classes over the semester will receive no higher than a "C" for their final grade.

F. Audit Policy

Students auditing the course will be held to the same attendance and assignment standards as for credit students. Auditing students will not take the final exam.

VI. Classroom Policies

A. Attendance

See the grading policy.

B. Academic Honesty

All students are expected to achieve their goals with academic honesty. Cheating, plagiarism, and/or others forms of academic dishonesty, examples of which are found in the Student Code of Conduct, will not be tolerated. Grade sanctions may range from an "F" on the assignment in which the dishonesty occurred, to an "F" on a portion of the course grade to a maximum sanction of an "F" in the course.

C. Classroom Conduct

Students will conduct themselves appropriately at all times. Food and drink, other than water, are not permitted. Students will turn off all cell phones and pagers while in the classroom. No headphones or personal stereos will be permitted. Students who are disruptive during class will be asked to leave, and will receive an absence for the day. **Students are expected to abide by the behaviors outlined in the student Code of Conduct at all times.**

D. Support Services

Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. A letter from Disability Support Services (R-CB122; G-SA175; or TP-ST120) authorizing your accommodations will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at: www.montgomerycollege.edu/dss/evacprocedures.htm.

If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College website at www.montgomerycollege.edu/combat2college/ and/or contact Joanna Starling 240-567-7103/SV103 or Joanna.starling@montgomerycollege.edu.

E. Cancellation of Classes

On occasion, Montgomery College will announce a late opening or early closing of a specific campus or the entire college because of weather conditions or other emergencies. Since classes begin at various times throughout the day, a late opening or early closing will occur during a scheduled class period.

- If the College opens or closes at a time when more than 50% of a class period will be missed, that class will be cancelled for the day. For example, if the College is closing at 5:00 p.m., a class that begins at 4:45 p.m. would not meet.
- If less than 50% of a class will be missed, that class will meet for the remaining portion of its regularly scheduled time. For example, if the College opens at 11:00 a.m., a class that begins at 10:55 a.m. will meet, starting at 11:00 a.m.
- For the most up-to-date information regarding College openings, closings, or emergencies, all students, faculty, and staff are encouraged to sign up for email and text alerts via the Montgomery County MC ALERT at <https://alert.montgomerycountymd.gov/index.php?CCheck=1>

VIII. Additional Information

All students should have been given an e-mail through the College. This is the e-mail that I will use to contact you through. **For school-related correspondence, all e-mails should be written with proper grammar, spelling and punctuation.**

It is the students' responsibility to be sure he/she is always current on the reading material. If, for any reason, you are having difficulty with the content, or with meeting the expectations of the course, please see me. If you cannot see me during office hours, please schedule a time when we can meet.

III. **Course Outline: Section One:** These dates are tentative and will change once the FCES observation date is set.. All changes will be announced in class. In the event of major changes, a newly adjusted schedule will be given to you.

DATE	CONTENT	WORK DUE
Jan 22	Course Introduction, syllabus,	Work Due:
MODULE ONE: Introduction and Overview		
Jan 24	Chapter 1: Value and Purpose of Physical Education for Children Chapter 2: The Skill Theme Approach	<ul style="list-style-type: none"> Chapter One Worksheet Chapter Two Worksheet
Jan 29	Chapter 3: Skill Themes, Mvmt Concepts and the Nat. Standards	<ul style="list-style-type: none"> Chapter 1 Assignment presentations Chapter Three Worksheet
MODULE TWO: Becoming a Reflective Teacher		
Jan 31	Chapters 4 and 5	<ul style="list-style-type: none"> PE Advocacy paper due Chapter 4 Worksheet
Feb 5	Chapters 6 and 7	<ul style="list-style-type: none"> Chapter 7 Worksheet
Feb 7	Deb Summers Presentation: Using Literature in the gymnasium	
Feb 12	Chapter 32: Integrating Skill Themes across the Curriculum	Exam One: Modules One and Two available
Feb 14	Linking Academic Areas Assignment Presentations	<ul style="list-style-type: none"> Chap 32 Assignment
Feb 19	NO CLASS	Exam One: Modules One and Two due by 11:59 pm on Blackboard.
MODULE THREE: Teaching Skills		
Feb 21	Chapters 8 and 9	
Feb 26	Fox Chapel ES on-School Visit	
Feb 28	Chapters 10 and 11	
Mar 5	Chapters 12	Chapter 11 Assignment Due
MODULE FOUR: Movement Concepts		
Mar 7	Chapters 13 and Chapters 14	<ul style="list-style-type: none"> Chapters 13-15 Worksheet Chapter 11 Assignment Due
Mar 12 and 14:	Spring Break: No class	
Mar 19	Complete 14 (if needed) and Chapter 15	Complete WS13.2, WS14.2 and 15.2 in class: Print off and bring to

		class.
MODULE 5: SKILL THEME APPLICATION		
Mar 21	Chapter 27	<ul style="list-style-type: none"> • EXAM #2 ON Modules Three and Four due by 11:59 PM • Chapter 27 Worksheet due
Mar 26	In Gym activities: Adventure fitness activities	
Mar 28	Chapters 28-30 Work on Chapter 30 Worksheet in class	<ul style="list-style-type: none"> • Chapter 29 Worksheet due Bring Chap 30 WS to class for in class work
Apr 2	In Gym presentations of Chapter 27 Assignment	Chapter 31 Assignment due
MODULE 6: SKILL THEME DEVELOPMENT		
Apr 4	Chapters 16 and 17 (Traveling and Chasing/Fleeing)	
	Chapters 20-21(Balancing/Transferring weight)	Chapter 16 and 17 Worksheet
	Chapters 22 and 23 (kicking/Punting and Catching/throwing)	Chapter 20 and 21 Worksheet
	Chapters 24-27 (Volleying/Drib. And Striking with implements) EXAM 3 BECOMES AVAILABLE	Lesson Plans #1 and # 2 due
	WELLNESS FAIR	
	Lesson plan Presentations in gymnasium	Lesson Plans #3 and # 4 due
	Lesson plan presentations	
	Lesson plan presentations	
	Lesson plan presentations	F
	<ul style="list-style-type: none"> • Exam #3 on Modules 5 and 6 due on-line by 12:15 PM • Presentations if necessary 	

TRY TO ADD BACK IN THE GLSP ACTIVITY IN GYM,