

EASTERN MENNONITE UNIVERSITY

Elementary Physical Education Block

PE 401a Elementary Physical Education

Fall Semester 2012

Office Hours: T 9:25-10:40; TR 1:00-2:15

Cell Phone: 540-746-0012 (until 9 p.m.)

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PE 231a Movement Education

Fall Semester 2012

Office Phone: 540-434-6075

Instructor: Peggy Toliver, MS

Office: Smithland Elementary School

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Course Description:

Teacher candidates will be exposed to elementary physical education theory and practice, and will encourage the development of a philosophical understanding and appropriate teaching and management skills. A reflective approach to physical education will be developed that will enable students to develop as teachers. The block will focus on skill themes and movement concepts as well as qualitative assessment skills needed in successfully teaching pre-school through fifth grade physical education. The process will enable physical educators to successfully structure the development of physically educated students.

Teacher Candidate Performance Outcomes:

The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Objectives:

EMU Teacher Education Program outcomes are referenced in parentheses following each course objective. (<http://www.emu.edu/education/mission.html>)

The student completing this professional block will be assessed as to his/her ability to:

1. Define and apply movement concepts and skill themes to student learning. (S, PK)
2. Visually analyze motor skills and provide appropriate feedback to students. (S, PK)
3. Introduce, refine, extend, and apply motor skills. (S, PK)
4. Identify and implement appropriate content development for a variety of skill themes. (S, PK)
5. Define the generic levels of skill proficiency and use this approach to assess students' skills, to plan lessons appropriately, and to effectively teach children. (S, I, PK, Ca)
6. Plan and implement lessons using movement concepts and skill themes. (S, PK)
7. Explain the value of physical education for children. (PK, C, L)
8. Explain the importance of fitness & wellness at an elementary setting. (PK, I)
9. Develop curriculum linked to the NASPE standards and the Virginia Physical Education Standards Of Learning. (S, PK)
10. Develop a skill theme unit plan that includes developmentally appropriate assessment strategies as an integral part of instruction. (S, I, PK)
11. Develop skills as a reflective practitioner. (I, L)

The following requirements will be used to determine the final grades in PE 401 & PE 231:

PE 401 Elementary Physical Education Assessments (400 points)

1. Mid-term Exam: Monday October 15, 2012 50 pts
2. Final Exam: Wednesday December 12, 2012 @ 4:00 p.m. 50 pts
3. Skill Theme Reflections (5 pts x 5)..... 25 pts
4. One Full Lesson In School Teaching Experience:..... 50 pts
 - Written lesson plan, reflection and video analysis of your lesson
5. Documentation of Student Learning..... 25 pts
6. Skill Theme Unit Plan..... 100 pts
 - Develop a skill theme unit plan for first grade
 - 10 lessons (4 pre-control, 4 control, and 2 utilization)
7. Reflection Papers: Due Wed or Fri in Moodle by 11:55 pm (10 pts x 10)..... 100 pts
Modeled Lesson plan and reflection includes the following: a copy of the lesson plan and a 1-2 page reflection describing what you saw in the lesson (differentiation, protocol, assessment, etc.)
8. **Practicum Evaluation rubric** completed by **your** practicum teacher: “Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”

PE 231 Movement Education Assessments (225 points)

1. Elementary Curriculum Resource Notebook 100 pts
2. Skill Theme Planning (20 points x 5) 100 pts
3. Posting Skill Theme Lessons on Moodle (1 point x 5)..... 5 pts
4. Interactive Nutrition or Physical Activity Bulletin Board 20 pts
 - Design an **interactive** nutrition **or** physical activity related bulletin board for your elementary school gymnasium (submit both a picture of the bulletin board and the description—including the specific VA SOLs)

Grading Scale:

96-100% =A	94-95% =A-	92-93% =B+	89-91% =B
86-88% =B-	83-85% =C+	79-82% =C	75-78% =C-
71-74% =D+	67-70% =D	66-0% =F	

Expectations

1. **Attendance** – professional candidates are expected to attend ALL classes and be ready to start class on time (7:00 am or 8:00 am). This is imperative since over half of this class involves active participation and demonstrations in a laboratory style setting and cannot be made up. (Tuesday or Thursday practicum absences for athletic participation need to be made up on another day.)
2. **Assignments** - students are required to hand in assignments in class or Moodle on the specified due date. **All out-of-class assignments are to be word-processed. Assignments submitted late will receive continuous point deductions (up to 2 points per week).**
3. **Practicum Evaluation rubric** completed by **your** practicum teacher: “Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”

Required Texts:

Graham, G., Holt/Hale, S. A., & Parker, M. (2012). *Children moving* (9th ed.). Boston: McGraw Hill.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.

Closed Reserve Texts:

Rink, J. E., (2010). *Teaching physical education for learning* (6th ed.). New York: McGraw-Hill.

Academic Integrity:

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Disability Statement:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Fall 2012 Elementary Physical Education Block Tentative Schedule

Date	In Class Content	Assignments Due
Wednesday 9/29	Course Syllabus and Review of Block Expectations, Resource Book	
Monday 9/3	Characteristics of quality physical education programs; NASPE Standards Introduction to Weekly Reflection Papers	Read Graham Chapters 1, 3, and "Moving into the Future" pp. v. -14.
Tuesday 9/4 Thurs 9/6	In-School Observation #1 "Characteristics"	Reflection Due
Wed 9/5	Skill themes & Movement concepts	Read Graham Chapter 2
Monday 9/10	<i>Generic levels of skill proficiency and Traveling</i>	Read Graham Chap 5 & 16
Tuesday 9/11 Thurs 9/13	In-School Observation #2 "Protocols" (Tuesday Early Release)	Reflection Due
Wed 9/12	<i>Space Awareness</i>	Read Graham Chapter 13
Thursday 9/13 7:00-8:10 am	Meet at Smithland Elementary School <i>Space Awareness and Traveling</i>	Graham Chapter 13 and 16
Monday 9/17	Reflective Teaching to meet the needs of Diverse Learners	Read Graham Chapter 4 and Chapter 31 (pp. 638-645 and 658-660)
Tuesday 9/18 Thurs 9/20	In-School Observation #3 "GLSP"	Reflection Due
Wed 9/19	Establishing an Environment for Learning and Maintaining Appropriate Behavior	Read Graham Chapter 8 and 9
Monday 9/24	Curriculum and Standards: NASPE Standards and Virginia Physical Education Standards Of Learning and Lesson and Unit Planning Resource Notebook & Philosophy Draft Due	Read Graham Chapter 6 and "Moving into the Future" pp. 15-49 (focus on K-5) and VA PE SOL
Tuesday 9/25 Thurs 9/27	In-School Observation #4 Modeled Lesson #1 and Reflection	Reflection Due
Wednesday 9/26	<i>Effort & Relationships</i>	Read Graham Chapter 14 & 15
Thursday 9/27 7:00-8:10 am	Meet at Smithland Elementary School <i>Effort & Relationships</i>	Graham Chapter 14 & 15
Monday 10/1	Content Analysis and Development	Read Rink Chapter 5 OR 6 (Closed Reserve)
Tuesday 10/2 Thurs 10/4	In-School Observation #5 "Fitness Testing"	Reflection Due
Wed 10/3	<i>Chasing/Fleeing & Dodging</i>	Read Graham Chapter 17
Thursday 10/4 7:00-8:10 am	Meet at Smithland Elementary School Intro to Lesson 1... <i>skill theme planning</i>	Chasing/Fleeing & Dodging
Monday 10/8	<i>Bending, Stretching, Curling and Twisting</i>	Read Graham Chapter 18
Tuesday 10/9 Thurs 10/11	In-School Observation #6 Modeled Lesson #2 and Reflection (Tuesday Early Release)	Reflection Due

Date	In Class Content	Assignments Due
Wed 10/10	<i>Balancing, jumping and landing (Jumping Rope)</i>	Read Graham Chapters 19 and 20
Thurs 10/11 7:00-8:10 am	Intro to Lesson 2... <i>skill theme planning</i> at Smithland Elementary School	Bending, stretching, curling & twisting; Balancing; Jumping & landing
Monday 10/15	Exam 1: Graham Chapters 1-6; 8-9; 13-17; 31 and Rink Chapter 5 or 6	Study for Exam #1
Tuesday 10/16 Thurs 10/18	In-School Observation #7 Modeled Lesson #3 and Reflection <i>Tuesday people remind your teacher of Fall Break next week</i>	Reflection Due
Wednesday 10/17	<i>Kicking and Punting and Throwing and Catching</i>	Read Graham Chapter 22 and 23
Thurs 10/18 7:00-8:10 am	Intro to Lesson 3... <i>skill theme planning</i> at Smithland Elementary School	Kicking and Punting; Throwing and Catching
Monday and Tuesday 10/22-23 Fall Break No Class		
Wed 10/24	<i>Volleying and Dribbling</i>	Read Graham Chapter 24
Thurs 10/25 7:00-8:10 am	Intro to Lesson 4... <i>skill theme planning</i> at Smithland Elementary School	Volleying and Dribbling
Thurs 10/25	In-School Observation #8 “GLSP”	Reflection Due
Monday 10/29	Unit Development and to the Documentation of Student Learning Project	Chapter 6 & Sample School-Year Overviews (pp. A-2 to A-9)
Tuesday 10/30	In-School Observation #8 “GLSP”	Reflection Due
Wed 10/31	<i>Striking with Rackets and Paddles and Striking with Long-Handled Implements</i>	Read Graham Chapter 25 and 26
Thurs 11/1 7:00-8:10 am	Intro to Lesson 5... <i>skill theme planning</i> at Smithland Elementary School	Striking with Rackets and Paddles and Long-Handled Implements
Thurs 11/1	In-School Observation #9 “ATE-PE: OTR”	Reflection Due
Monday 11/5	Observing Student Responses	Read Graham Chapter 11
Tuesday 11/6	Election Day: No In-School Observation	
Wed 11/7	Elementary Physical Education Curriculum	Documentation of Student Learning Due
Thurs 11/12	In-School Observation #10 “Instructional Strategies” (write a thank you note)	Reflection Due
Monday 11/13	Lesson Plans—putting it all together	REVIEW Graham Chapters 6 and 8
Tuesday 11/14	In-School Observation #8 “GLSP”	Reflection Due
Wed 11/15	Assessing Elementary Student Learning	
Monday 11/19	Instructional Approaches	Read Graham Chapter 10 Lesson Reflections Due
Tuesday 11/20	In-School Observation #9 “ATE-PE: OTR”	Reflection Due
Wed 11/21	Thanksgiving Break No Class	

Date	In Class Content	Assignments Due
Monday 11/26	Instructional Approaches	Read Graham Chapter 10
Tuesday 11/27	In-School Observation #10 “Instructional Strategies” (write a thank you note)	Reflection Due
Wed 11/28	Assessing Elementary Student Learning	Read Graham Chapter 12
Monday 12/3	Assessing Elementary Student Learning	Read Graham Chapter 12
Wed 12/5	Teaching Physical Fitness, Physical Activity, and Wellness	Read Graham Chapter 27 Skill Theme Unit Due
Monday 12/10	Integrating the Skill Theme Approach Across the Curriculum Personal Teaching Style: A look at your personal strengths	Read Graham Chapter 32 Elementary Curriculum Resource Notebook
Wednesday 12/12	Final Exam Wednesday December 12 th 4:00 p.m.	Comprehensive Exam

PE 401 -Elementary Physical Education

Elementary Curriculum Resource Book This resource book will be a work in progress – meaning that you will continually add to and refine the contents therefore a **4GB Thumb Drive OR a LARGE three ring binder** is appropriate. Since we are learning to teach using skill themes and movement concepts the curriculum ideas will create the organization for your notebook. This notebook should be professionally designed and organized with computer generated cover sheets and dividers **if you choose to create a hard copy**. The resource book will contain the following (*the bold titles represent each section of the notebook*). All activities and lesson ideas must be referenced & dated.

Cover page (only for hard copy)

- 1. Table of Contents**
- 2. Philosophy of Elementary Physical Education Paper**

Skill Themes

- 3. Balancing**
- 4. Bending, Stretching, Curling and Twisting**
- 5. Catching**
- 6. Chasing, fleeing & dodging**
- 7. Dribbling**
- 8. Jumping & landing**
- 9. Kicking & punting**
- 10. Traveling**
- 11. Movement Concepts**
 - Space awareness
 - Effort & relationships
- 12. Rhythm & Dance**
- 13. Striking with long-handled implements**
- 14. Striking with rackets & paddles**
- 15. Transferring weight & rolling**
- 16. Throwing**
- 17. Volleying & juggling**

Other Resources

- 18. Assessment Ideas**
- 19. Bulletin Boards**
 - Description and picture of your creation and that of each of your classmates bulletin board
- 20. Cooperative Activities**
- 21. Fitness ideas**
- 22. Instant Activities**

Due dates: September 24, 2012 Preliminary Review (cover page, table of contents & dividers—turn in your thumb drive with the folder so that I can tell that you have a structure ready to begin saving documents through out the semester) and **Draft of your Philosophy of Elementary Physical Education**

December 10, 2012 Resource Notebook Due

**PE 401 – Elementary Physical Education
Resource Book Score Sheet**

Table of Contents-----	____/5
Philosophy of Elementary Physical Education Paper-----	____/20
Draft of Philosophy Paper (Due: September 24, 2012) -----	5
Final Version of Philosophy of Elementary Physical Education-----	15
Skill Themes (appropriate & helpful resources)-----	____/30
Usefulness -----	____/15
Variety of material, complete listing of all skill theme lessons, all unit plans, modeled lesson plans and reflections, lesson plan from practicum experience	
Other resources -----	____/10
Assessment, fitness, cooperative activities, instant activities)	
Bulletin boards (include ALL pictures and descriptions)-----	____/10
References cited on each document -----	____/5
Professional Presentation/ Organization -----	____/5
Total points-----	____/100

Name_____

Please place this at the front of your resource book (if hard copy).
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