

**PE 361**  
**PHYSICAL EDUCATION FOR THE ELEMENTARY TEACHER**  
**MAY MINI-SEMESTER 2008**

Dan Grube, Ph.D.  
Associate Professor of Physical Education  
Department of Health and Human Performance  
Western Carolina University  
Cullowhee, NC 28723

**CONTACT INFORMATION:**

Office Location: 107 Reid Gym  
Office Phone: 227-3647  
E-mail Address: [dgrube@email.wcu.edu](mailto:dgrube@email.wcu.edu)  
Home Page: <http://paws.wcu.edu/dgrube>  
Office Hours: 10:00am-11:00am M-F, or by appointment

**CREDITS AND MEETINGS:**

One-(1) credit hour class; Monday-Friday from 8:00am–10:00am in Reid 109/202.

**TEXT AND MATERIALS:**

Required Text

Graham, G., Holt/Hale, S. & Parker, M. (2007). *Children moving: A reflective approach to teaching physical education (7<sup>th</sup> ed.)*. New York, NY: McGraw-Hill.

Additional Resources (not required)

Graham, G. (2001). *Teaching children physical education: Becoming a master teacher (2<sup>nd</sup> ed.)*. Champaign, IL: Human Kinetics Books.

Holt/Hale, S. (2001). *On the move: Lesson plans to accompany children moving (5<sup>th</sup> ed.)*. Mountain View, CA: Mayfield.

Housner, L.D. (2000). *Integrated physical education: A guide for the elementary classroom teacher*. Morgantown, WV: Fitness Information Technology.

Plimpton, C.E. & Sweeney, V.J. (2000). *Physical education for the elementary classroom teacher*. Ann Arbor, MI: Huron Valley Publishing.

## **CONCEPTUAL FRAMEWORK:**

The professional education program at Western Carolina University is a community of learners based on *knowledge, values, and experiences*. We teach our students to use their knowledge of both human development and their disciplines to effectively teach all pupils to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our candidates to use state-of-the-art technology in their courses and in their field experiences.

The *Physical Education for the Elementary Teacher* course is a required course in the elementary education program for teacher certification. Upon completion of this course, the pre-service teacher will demonstrate knowledge the motor development of children through movement concepts and skill themes. The pre-service teacher will learn a variety of activities that can be used to encourage children to maintain moderate-to-vigorous physical activity (MVPA). This course will prepare the pre-service teacher to create an integrated learning environment for children that emphasizes both academic and activity-based concepts. The course will examine developmentally appropriate practices in physical education. The pre-service teacher will have the opportunity to share and discuss the immense range of cultural differences within the public school setting. This will be enhanced through class observations and invited guests.

## **COURSE OBJECTIVES:**

Upon successful completion of this course, the student will be able to:

1. Appreciate the value of physical education and the physical education specialist as part of the total curriculum and the school.
2. Identify and explain characteristics of a quality physical education program.
3. Define specific terminology related to skill themes and movement concepts.
4. Understand the implications of the NC Healthy Active Children Policy.
5. Learn physical activities appropriate for classroom environments.
6. Know the importance of physical fitness and wellness education for children.
7. Determine “Generic Levels of Skill Proficiency” in children.
8. Understand and value the importance of assessing student learning.
9. Integrate academic concepts with activity in classroom settings.
10. Experience multicultural games and activities appropriate for elementary school children.

## COURSE TOPICS:

1. Physical Education for Children
  - Quality Physical Education
  - Skill Themes & Movement Concepts
    - ✓ Games & Activities
  - Motor Development in Children
    - ✓ Generic Levels of Skill Proficiency
  - NC Health Active Children Policy
    - ✓ “Energizers”
  - Multicultural Activities
2. Integrated Curriculum
  - Historical Foundations
  - Games & Activities
    - ✓ Cooperative Group Project

## COURSE REQUIREMENTS:

1. **Class Participation (20 points)**: Participation in all class activities is expected. This includes class discussion and activity, cooperative learning activities, quizzes and other assignments. Students are expected to participate in all class activities to the best of their ability. **Students are expected to dress for activity. This means tennis shoes and active clothing.**
2. **“Structured Recess” Assignment (20 points)**: The students will be required to present two “recess” activities for participation by the class. **Credit will not be given for late work.**
3. **Integrated Curriculum Project (20 points)**: The students will be required to complete a group project working together in a cooperative effort in teaching a lesson on academic concepts through physical activity. Groups will be encouraged to teach about diversity through examination of cultures different from their own.
4. **Daily Quizzes (20 Points)**: Students will be given daily quizzes to assess their cognitive performance. Each quiz will cover content presented in the previous class.
5. **Final Exam (20 Points)**: The final exam will be comprehensive of all material covered in class and will be held on Monday, May 21<sup>st</sup> at 8:30am without exception.

## EVALUATION:

<u>Course Requirements</u>		<u>Grading Scale</u>	
Class Participation (active)	20%	93-100 A	73-76 C
Class Assignments	20%	90-92 A-	70-72 C-
Cooperative Group Project	20%	87-89 B+	67-69 D+
Daily Quizzes	20%	83-86 B	63-66 D
<u>Final Exam</u>	<u>20%</u>	80-82 B-	60-62 D-
Total	100%	77-79 C+	59- F

## COURSE POLICIES:

1. **Accommodation of Students with Disabilities.** Western Carolina University is committed to providing equal educational opportunities for Candidates with documented disabilities. Candidates who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.
2. **Attendance Policy.** The students are expected to attend all class meetings. Students may miss one-(1) class without penalty. There are no excused absences.
  - ⌘ **Attendance/Tardiness Penalty:** Tardiness is unbecoming of a pre-professional and will not be tolerated! For each incident of tardiness to class, one-half-(.5) of a point will be deducted from the final grade. Three-(3) points will be deducted from the final grade for each absence after one-(1).
3. **Cell Phones.** All such devices shall be silenced and stored out of sight. Use of cell phones at any time during class is prohibited. This includes in the classroom, during transition to activity in the gym, or during activity in the gym. Such disruptions will result in the student being dismissed from class.
4. **Examination Policy.** The students are required to take all exams on the assigned dates and at the allotted times without exception. This includes the final exam.
5. **Risk Awareness.** Students should be aware that some physical activity is expected as partial fulfillment of the requirements of the class. The physical activity in this class includes the participation in practice physical education lessons taught by the instructor and/or peers enrolled in the class. Students should make the instructor aware of any physical limitations that will limit participation in the class. Students will be required to complete a Risk Awareness form at the beginning of the semester.