

**Eastern Illinois University**  
**Department of Kinesiology and Sports Studies**  
**KSS 2400 – Spring 2018**  
**Introduction to Elementary School Physical Education**

**Instructor:** Sonya Schuette

**Office:** Lantz 2241

**Office Hours:** Monday – Thursday 10am-11am or by appointment

**Email:** [slschuette2@eiu.edu](mailto:slschuette2@eiu.edu)

**Credits:** 2

**Required Materials**

\* Graham, G., Holt/Hale, S.A., & Parker, M. (2013). Children Moving – A reflective approach to teaching physical education. (9th ed.) Burr Ridge, IL. McGraw Hill.

\*D2L Materials

**Catalog Course Description/Objective**

(0-4-2) F, S. An examination of physical education as it relates to the total education of the elementary school child with emphasis on the developmental approach. Course restricted to Kinesiology & Sports Studies: Physical Education Teacher Certification Option K-12 Special Certificate majors; Early Childhood Education majors; Elementary: General Option majors; and Special Education majors.

**Purpose/Rationale**

Providing elementary students with developmentally appropriate tasks is essential to any physical education program. This course will introduce the pre-service teacher to a variety of developmentally appropriate lessons that follow the NASPE appropriate practices guidelines for elementary students. In addition, the course will focus on instructional and managerial strategies to create a positive learning environment for all students.

**Student Learning Objectives**

By the end of this course, students will:

1. Recognize and demonstrate appropriate practice guidelines for teaching elementary content in schools.
2. Identify and apply skill themes and movement concepts in the areas of dance, skill acquisition and educational gymnastics.
3. Implement a developmentally appropriate lesson plan based on the skill level of children.
4. Locate and use resources and materials relating to teaching elementary physical education.
5. Recognize and employ management and instructional strategies for teaching elementary physical education.
6. Demonstrate effective communication skills in ways that are sensitive to all teachers/students.

## **CEPS Theme**

The Unit Theme is: Educator as Creator of Effective Educational Environments through knowledge of:

- Diverse Students
- Diverse Societies/Communities
- Diverse Subjects Areas and Levels
- Diverse Strategies
- Diverse Technologies

## **Support of Conceptual Framework**

Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the unit theme. Educators who create effective educational environments demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. They are educators who are committed to teaching for learning in positive and effective learning environments with sound knowledge of diverse students, societies, subjects and levels, strategies, and technologies.

## **Course Activities/Structure**

Through a cooperative learning structure students will have a variety of opportunities to examine physical education content appropriate for elementary students. Activities will include discussions, readings, assessment strategies in the three domains, projects, teachings, collection of materials, ETC. The class environment will be one that fosters a safe, positive learning atmosphere where all students' views and ideas are accepted.

## **Student Expectations**

This course is designed to focus on an introduction to elementary physical education and the various concepts related. The knowledge gained from this course is only trivia if it cannot be used to understand the current world of physical education. If you are not able to use the content to help you shape the future, then little has been gained throughout the semester. The class is also based on a cooperative learning model in which you will be a contributing member of a team for the entire semester. Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

**Be here.** The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. Under no circumstances can in-class work be made up, since it is largely related to your ongoing field experiences.

**Participate with effort.** This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing college level work. Do what you have to do to be ready. Bring to class each day your books, notebook, and syllabus. You are responsible for the material as it develops throughout the semester.

**Take initiative for yourself.** Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it is not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

**Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.

### **Communication for the Course**

I will be communicating with you by email throughout the semester. Check your EIU Panthermail on a regular basis for reminders, announcements, assignment postings, etc.  
**PLEASE DIRECT ALL YOUR EMAILS TO [slschuette2@eiu.edu](mailto:slschuette2@eiu.edu).**

### **Attendance/Tardiness Policy**

To prepare students for a career in teaching, students are required to attend all scheduled classes/teachings. This expectation aligns with the EIU teacher education dispositions. If an absence/tardiness does occur, the student is responsible for the material covered during the absence/tardiness. The student should notify the instructor in advance of an anticipated absence/tardiness. For each absence or each tardy after 1 in this course, a letter grade deduction will occur. Extenuating circumstances will be assessed on an individual basis. **THINK LIKE A TEACHER!!!!**

### **Policy for Assignments**

Assignments turned in after the due date for this course will not be accepted and receive no credit. In addition, extra credit will not be provided in the course.

### **Electronic Devices**

Please extend courtesy to your instructor and fellow students by turning your cell phones to silent/vibrate and turning off other electronic devices. Usage of electronic devices during class/teachings without prior notification will result in a letter grade deduction for each instance. Thank you for your cooperation!!

## Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

## Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

## The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

## Course Evaluation

Written Assignments	40%
Teaching Experiences	40%
Game/Activity Creation	20%

## Description of Assignments

**Written Assignments** – Students will be provided with a variety of assignments throughout the semester to prepare them in teaching elementary P.E. content. Assignments may include homework assignments, assessments, group projects, in-class activities, readings, ETC.

**Teaching Experiences** – In groups of 2-3, you will be responsible for teaching a skill theme/movement concept. Each group will teach multiple lessons throughout the semester.

**Game/Activity Creation** – In groups of 2-3, students will create/modify a game that is developmentally appropriate for elementary students.

## Grading SCALE

<u>Percentage</u>	<u>Letter grade</u>
90-100	A
80- 89	B
70- 79	C
60- 69	D
< - 60	F

### **Tentative Schedule**

<b>Week 1</b>	<b>Introduction to Course and Course Expectations; Appropriate Practice Guidelines Document</b>
<b>Week 2</b>	<b>Share Elementary P.E. Experiences; Appropriate Practices Skits; Hall of Shame Ideas (PE Central)</b>
<b>Week 3</b>	<b>Model Appropriate/Inappropriate Practices Lesson; “Is This A Good Game” Lesson</b>
<b>Week 4</b>	<b>Presentation on Skill Themes and Movement Concepts</b>
<b>Week 5</b>	<b>Model Skill Theme/Movement Concepts Lessons; Effective Teaching Constructs</b>
<b>Week 6</b>	<b>Skill Theme/Movement Concepts Teachings #1</b>
<b>Week 7</b>	<b>Skill Theme/Movement Concepts Teachings #1</b>
<b>Week 8</b>	<b>Skill Theme/Movement Concepts Teachings #1</b>
<b>Week 9</b>	<b>Skill Theme/Movement Concepts Teachings #2</b>
<b>Week 10</b>	<b>Skill Theme/Movement Concepts Teachings #2</b>
<b>Week 11</b>	<b>Skill Theme/Movement Concepts Teachings #2</b>
<b>Week 12</b>	<b>Model Rhythm/Dance Content</b>
<b>Week 13</b>	<b>Model Rhythm/Dance Content</b>
<b>Week 14</b>	<b>Model Educational Gymnastics Content</b>
<b>Week 15</b>	<b>Game/Activity Creation Assignment</b>

***The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.***

-William A. Ward