Missouri Western State University  
College of Professional Studies  
Department of Health, Physical Education, and Recreation  
Departmental Course Syllabus  
PED 382 Elementary School Physical Education

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Office Hours:  
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>9:30-11</th>
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<tr>
<td>Tues</td>
<td>Thurs</td>
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<td>12:30-1</td>
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<tr>
<td>Fri</td>
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<td>by Appointment</td>
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Additional information for class is available at:  
http://academic.missouriwestern.edu/bjohnson35/

Required Text:  
(2014). Johnson. *Plato’s Physical Education: A guide to teaching physical education at all levels and in all environments.*

Recommended text:  
*Fitnessgram Test Administration Manual, 2nd, 99*  
*Physical Best For Life Long Fitness Teacher Guide, 99*  
*Physical Best Activity Guide Elementary, 99*  
*Moving Into the Future, 95*

PURPOSE OF COURSE: A course designed for physical education and elementary majors to teach methods of teaching fundamental skills, sports, fitness and games for the elementary school physical education program.

COURSE OBJECTIVES:  
1. To instruct students in the methods of teaching developmentally appropriate physical education to elementary school children. (Health, Skill and Fitness components).  
2. To help the students become aware of the various kinds of equipment, particularly Homemade that can be utilized in teaching physical education.  
3. To help students become aware of safety measures involved in the teaching of elementary Physical education.  
4. To develop positive attitudes and philosophies toward elementary physical education.  
5. To help students develop resources for wellness bulletin boards relating to various Activities.  
6. To certify students with the Fitnessgram software/Physical Best Educational Program.  
7. To have students teach and reflect on the teaching of elementary children in a school setting.  
8. To develop a notebook with resources, web sites, and articles, for use in developing a Developmentally appropriate curriculum.  
9. To instruct students in appropriate assessment measures in physical education.
UNIT OBJECTIVES: The student will be able to:
1. Define physical education and its role in elementary school.
2. Describe the need for physical activities for the growing child.
3. Write and apply guidelines to follow for exercising children safely.
4. Know and use planning strategies associated with effective and quality instruction. Decide on pre-instructional decisions such as teaching style, use of time and student instructional formation.
5. Write objectives and lesson plans with evaluations, then apply them when teaching elementary children.
6. Understand and use the developmentally appropriate activity for elementary children.
7. Use proper feedback and apply professionally organized practice sessions.
8. Describe and apply ways to personalize instruction within the physical education setting.
9. Understand and practice effective communicator=s skills with the learner.
10. Have an understanding of and teaching using multicultural educational techniques.
11. Understand his/her role as a teacher of elementary children.
12. Know and apply management and discipline skills for a constructive learning environment.
13. Know the purpose of evaluation and apply evaluation in teaching elementary PE.
14. Know the pros and cons of grading in physical education.
15. Know the purpose and application of P.L. 94-142 as it applies to physical education.
16. Know characteristics of specific impairments and ways to modify learning experiences in physical education to accommodate children with disabilities.
17. Know how to set up programs and instruct children with weight problems, motor deficiencies and postural problems.
18. Know legal terms of legal liability and how they relate with physical education.
19. Know the legal responsibilities for a safe physical education class.
20. List the major points that must be established to determine negligence on the part of the teacher.
21. Have knowledge on design, purchase, maintenance, and construction of physical education facilities, equipment and supplies.
22. Know how to integrate academic subject matter into physical education content.
23. Know how to teach physical education in a restricted environment such as the classroom or other limited space areas.
24. Know and demonstrate lifetime physical activity and fitness activity to elementary children in order to develop health fitness.
25. Know the Physical Best/Fitnessgram program and be able to implement the educational program, use the assessment, and computer program in order to design a safe developmentally appropriate program.
26. Know how to develop decision-making strategies so the elementary children may make Thoughtful and productive choices about wellness.
27. Know the major roadblocks to wellness.
28. Know the four major parts of a physical education lesson plan, understand the importance of the components, be able to create the plan, and put the plan into practice - This includes the warm up, fitness, focus-activity, and closure.
29. Know how to teach and apply body management skills using such items as the parachute,
tug-of-war, and gym scooters.

30. Know and demonstrate skill progression, activities and instructional hints associated with teaching jump rope, parachute and other manipulative.

31. Understand the value and methods of teaching relays and personal challenge skills, as well as teach them.

32. Know the value and safety involved and methods of teaching games to elementary children.

33. Know and demonstrate the skills, rules, strategies, proper progression, lead up games assessment, and safety precautions appropriate for basketball, football, hockey, soccer, softball, track and field, and volleyball.

34. Understand how contemporary physical education has been affected by cultural and educational influences in the areas of games, sports, fitness, educational movement, perceptual motor competency, equal rights for the handicapped and equal opportunity for the sexes.

35. Identify the options associated with building a physical education curriculum for grades K-6.

36. Cite acceptable and recommended procedures for dealing with inappropriate behavior. Identify and demonstrate skills used to communicate successfully with the learner in physical education.

37. Identify the components of physical fitness.

38. Identify observable signs that may indicate physical abnormality due to over exertion.

**ALL ASSIGNMENTS MUST BE WORD PROCESSED**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>75</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Teaching (3 Times)</td>
<td>150</td>
</tr>
<tr>
<td>Lesson Plans (3)</td>
<td>75</td>
</tr>
<tr>
<td>Vertical file</td>
<td>25</td>
</tr>
<tr>
<td>State Standards</td>
<td>25</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>100</td>
</tr>
<tr>
<td>Scope and Sequence paper</td>
<td>200</td>
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<tr>
<td>TOTAL</td>
<td>850</td>
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Grading Scale:
- A - 850-782
- B - 781-714
- C - 713-637
- D - 637-510
- F - 509-0

**Late assignments:** All assignments are due at the start of class on the day they are due. If a paper is turned in after class has begun, it is deemed late. The penalty for a late assignment is a reduction of 10% per day it is late. A paper due on Monday that is turned in on Friday is 5 days late, and will be graded out of 50%, not 100%. A paper due on a day of an excused absence is still due on the assigned date, and will be considered late if not turned in on time.

**Attendance:** Each unexcused absence will result in a 10 point reduction in your grade (1% of your overall grade for the class). Excused absences must be approved BEFORE the day that is
missed in order to not loose points for the day. All material for the day is still the responsibility of the student, whether excused or unexcused. Assignments will be counted as late is they are not turned in on the day assigned. Therefore, if an excused absence is upcoming, make sure the assignment is turned in early to avoid a late assignment.

**Multicultural Diversity:**
Candidates participate in classroom discussions to assist other teacher/students in selecting and applying appropriate educational strategies to bridge the gap of the needs of diverse learners. Strategies include, but are not limited to:
- Discussions of current issues / lawsuits of professional athletes
- Discussions of special needs students – mental and physical
- Fitness Assessment of morbidly obese individuals
- Exercise prescriptions for a diverse group of clientele

**Technology:**
Students will write a portfolio specific to their area of interest. This will be handed in as a folder, but should be kept on their computer as a backup. They will also have to use WebCT as a means of responding to questions.

**Writing Skills:**
Communicating well is one of the most important components of being an educated person; to that end you will be expected to speak well in class, in addition, several writing assignments will be assigned during the semester. Please follow these guidelines when completing assignments:
1. All assignments must be typed
2. Spell check and grammar check before handing in assignments and papers
3. Use 12 pt font with 1 in margins on the top and bottom, and 1 ½ in margins on the sides.
4. Properly reference any work that is not your own original thought.
5. Visit the Center for Academic Support if you have any writing problems. They will be happy to help you with your writing.

Information from the Center for Academic Support website:
The CAS provides trained peer tutors who assist with writing in all academic disciplines at Missouri Western, not only English Courses. However, writing tutorials are not for coursework exclusively; students can also come to our Center for help with resumes, cover letters, and applications for scholarships. Our tutors work with students one-on-one for half-hour sessions, focusing on any aspect of the writing process. In addition, handouts covering a variety of writing topics are available for student use.

- Tutoring hours for writing in fall and spring
  Monday – Thursday 8AM to 4PM and 6PM to 9PM
  Friday - 8AM to 3PM
  Sunday – 6PM to 9PM

The Center offers Missouri Western students the option of using e-mail in order to receive help with their writing. The staff and tutors will provide a response within 48 hours of receiving students’ papers.

To submit a paper for online tutoring, follow these steps:
1. Highlight and copy your paper
2. Go to your e-mail account and compose a message to the following address casolw@missouriwestern.edu
3. Type a brief description of the assignment and the nature of the help you are seeking
4. Please include the name of the class and the name of the instructor.
5. Paste your paper and send.

As soon as the Center for Academic Support receives your paper, you will be sent an e-mail telling you that the paper was received. Your paper and the tutor’s feedback will be sent to you via e-mail.

METHODS AND PROCEDURES:
1. The students will learn games and activities through teaching and participating in the activities.
2. The students will be responsible for writing a lesson plan and teach the elementary students various activities by using the best instructional procedures.
3. The students will be assigned outside reading assignments.
4. Videos will be shown of various activities being taught to children.
5. The students will learn to use a computer for fitness assessment.
6. The students will design and display a bulletin board.
7. The students will be presented information in lecture form. A notebook Will be kept with all resources, games handouts, and articles.
8. The student will be instructed on the use of heart rate monitors and digi walkers. The student will help elementary children use the technology.
9. The students will be instructed on the use of heart rate monitors and digi walkers. The students will use and help elementary students use the digi walkers and heart rate monitors.

STUDENTS WITH DISABILITIES: Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

Harassment, Discrimination and Sexual Misconduct
Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty
member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: [https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/](https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/)

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

**Change of Schedules**
In the event Missouri Western State University would be closed during a scheduled exam, your instructor will contact you through your MWSU Goldlink email account with alternative plans.

NO LATE ASSIGNMENTS WILL BE ACCEPTED AFTER THE LAST DAY OF CLASS (December 9)

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Syllabus / Pyramid</th>
<th>Wednesday</th>
<th>State / National Standards</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>No Class- Labor Day</td>
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<td>Lesson Plans</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Skill Acquisition Markers (SAM’s)</td>
<td></td>
<td>Curriculum Development</td>
<td>SAM’s Due</td>
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<tr>
<td>Week 4</td>
<td>The Need for Physical Education</td>
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<td>Instructional Effectiveness</td>
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<td>Week 5</td>
<td>Management and Discipline</td>
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<td>Safety and Liability</td>
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<tr>
<td>Week 6</td>
<td>Out of School Physical Education</td>
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<td>Lesson Plan Teaching</td>
<td>Lesson Plan Due</td>
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<tr>
<td>Week 7</td>
<td>Facilities and Equipment</td>
<td>State Standards Due</td>
<td>Promotion Physical Activity</td>
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<tr>
<td>Week 8</td>
<td>Adapted Physical Education</td>
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<td>Short Teaching</td>
<td>Scope and Sequence paper due</td>
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<tr>
<td>Week 9</td>
<td>Midterm Exam</td>
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<td>Teaching #1</td>
<td>Lesson Plan #1 Due</td>
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<tr>
<td>Week 10</td>
<td>Teaching #2</td>
<td></td>
<td>Teaching #3</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Teaching #4</td>
<td>Teaching #5</td>
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<td>Lesson Plan #2 Due</td>
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<tr>
<th>Week 12</th>
<th>Teaching #6</th>
<th>Teaching #7</th>
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<tbody>
<tr>
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<td>Lesson Plan #3 Due</td>
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<tr>
<th>Week 13</th>
<th>No Class</th>
<th>Thanksgiving</th>
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<tr>
<th>Week 14</th>
<th>Teaching #8</th>
<th>Teaching #9</th>
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<th>Week 15</th>
<th>Teaching #10</th>
<th>Review for Final</th>
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<tbody>
<tr>
<td></td>
<td>Unit Plan Discussion</td>
<td>Unit Plan Due</td>
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Final Exam: Wednesday December 16 from 11:30 to 1:20.