



UNITED TRIBES®
TECHNICAL COLLEGE

EDU 342 Elementary Physical Education Curriculum

Lezlie McElwee

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This is an interdisciplinary course designed to prepare teacher candidates with the philosophy, knowledge, and skills necessary to become competent teachers of elementary physical education, safety, and health education. Strategies included are observation, analysis, and journal writing during early clinical experience. Additionally, this course will broaden the candidate's understanding of children's play, health, and physical activity.

Credits: 2

CLASS INFORMATION

Section Number: A

Term: Fall Year: 2021 Start Date: 8/23/2021 End Date: 12/17/2021

Meeting Times: Tuesdays 2:30 - 4:20 PM

Meeting Location: Main Education Building Room 104

Delivery Mode: Face to Face

INSTRUCTOR

Lezlie McElwee

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Office Location: Main Education Building Office 122

Office Hours: Monday, Wednesday, Friday 10:00-11:00 & 2:00-3:00 pm, Tuesday & Thursday 10:30-12:30 pm

TEXTBOOKS

Graham, G. (2016). Teaching Children Physical Education: Becoming a Master Teacher (4th Ed.). Human Kinetics. ISBN-13: 9781450452939978.

INSTITUTIONAL LEARNER OUTCOMES

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Demonstrate understanding of central concepts to connect with and advance student learning.

Utilize a variety of instructional strategies to support rigorous goals.

COURSE OBJECTIVES

1. Identify the North Dakota State Standards for the instructional areas of health and physical education.
2. Demonstrate skill and knowledge to plan, implement, and evaluate fundamental motor skills such as basic locomotor, non-locomotor, and manipulative skills appropriate for children participating in elementary physical education activities.
3. Plan, implement, and evaluate units on exercise and fitness that include the assessment of the child's level of physical fitness.
4. Understand the psychological contribution of physical education activities such as positive interrelationships developed among the children and the enjoyment of activities resulting in improved motivation and participation in the total school curriculum.
5. Demonstrate both skill and knowledge required for planning and preparing instruction in a sequence of activities for achievement for curricular goals in an elementary physical education environment.
6. Demonstrate skill and knowledge required to evaluate one's own teaching performance relative to accomplishing both short and long term goals and making desirable adjustments to enhance subsequent teaching and program effectiveness through reflections and experience gained in teaching children in a school setting.

A. GRADING SCALE

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is

responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.U TTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as “Present”, “Absent-Unexcused”, or “Excused” (college-sanctioned absences).

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student’s responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student’s responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment.

Approved make-up assessments must be taken outside of the student’s regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC’s Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make

arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs](#) policies and procedures handbook for further information.

H. STUDENTS WITH DISABILITIES

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the [Disabilities Services](#) (DS) office at (701) 221-1516 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. SOCIAL DISTANCING AND FACE MASKS

United Tribes Technical College understands the importance of the health and safety of our campus community. In an effort to serve our students and community members, we are taking continual efforts to reduce risk and increase cleanliness of our campus locations. As part of our effort to protect the campus community, all students, staff, and instructors are required to observe social distancing and wear face masks at all times while in the classrooms. Face masks will be available at the entrances of buildings and hand sanitizer will be available throughout each building. Students who require accommodations should contact the Disability Services Office at dss@uttc.edu, or (701) 221-1516 to submit the appropriate documentation. Should you become sick or be required to quarantine during the semester, notify the instructor immediately using the contact method described in the syllabus. Students who require accommodations should contact the Disability Services Office to implement the appropriate accommodations required to submit course work during an extended absence.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

SCHEDULE

Date/Session	In Class Topics	Assignments/ Projects
Week 1	Successful Teaching	Online Educational Resources PE Website Exploration
Week 2	Healthy Habits	Super Size Me Super Size Me Questions
Week 3	Creating a Positive Learning Environment	Nutrition/ My Plate Daily Food Log
Week 4	Creating an Activity	Mealtime Calorie Counter ND Native American Essential Understandings
Week 5	Teaching an Activity	Why is Physical Education Important? Physical Education Rules
Week 6	Getting the Lesson Started	Playground Games
Week 7	Midterm Week	Health Lesson Plans Due Peer to Peer Teach
Week 8	Instructing and Demonstrating	5 Step Directions
Week 9	Motivating Students to Practice	Let's Bowl Smart Goals Lesson
Week 10	Providing Feedback	Feedback Reflection Questions PE Lesson 1
Week 11	Minimizing Off-Task Behavior and Discipline Problems	Intrinsic and Extrinsic Rewards/ Implementation STEM Sports
Week 12	Building Critical Thinking Skills	Direct or Indirect Approach? STEM Sports Lesson
Week 13	Building Positive Feelings	Sportsmanship- Choosing Teams/ Grouping Students Physical Fitness Testing
Week 14	Engaging Students Through Integration	Sphero bots
Week 15	Continuing to Develop as a Teacher/ Coach	Stages of teaching Sphero bot Lesson
Week 16	FINAL WEEK	Final Presentation/ Peer Teach

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

CELL PHONE

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

STUDENT BEHAVIOR

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

ASSIGNMENTS

Reflection Questions: Students will respond to selected reflection questions. The questions will be related to the readings and material covered in class. Reflection responses will be kept in a journal.

Personal Fitness Plan: Being a good role model is important for the physical education teacher. To help the students think about their position as role model they will do a personal fitness plan which they will follow over the course of the semester. The students will establish both short and long term health and fitness goals which they will submit at the beginning of the semester. Throughout the semester they will track their progress and submit a report at the end of the semester.

Nutrition Assignment: Using online fast food menus and nutrition information to help them determine the nutritional value of their common choices at a fast food establishment. They will then plan three meals based on the "What's on My Plate" nutritional guidelines and ND Native American Essential Understandings. The students will then design an activity for a health class based on the assignment.

P.E. Survival Guide: It is critical to have an arsenal of games and activities that can be used in the gym, classroom, or outdoors. In this assignment you will you a verity of resources to create 15 survival games and activities.

Designing a Game: You will select a game that would be played in an elementary PE class and outline the steps for teaching a game to students in a physical education class. They must take into consideration the grade level of the students, the location of the class, the ND Standards, the available equipment, the time constraint, and other applicable factors. The plan allows for students to carefully look at all the factors they need to take into consideration when planning a lesson for a physical education class.

Assessment Instruments: Assessment is an important part of a good physical education program. After reviewing several types of assessment instruments you will develop both a formal and an informal assessment instrument that can used to assess student’s progress in a physical education environment.

Technology Resources: Create a list of technology resources that can be used in the P.E. classroom. The resources will include but are not limited to Smart Board/Active Board lessons, I-Pad applications, web resources, smart phone applications, STEM Sports, and Sphero bots. Two lessons will be created using technology in physical education.

Demonstration: Select one activity that is related to the day’s lesson (ex. balancing on one foot). Prepare a demonstration so the students can practice the activity. For example, bring up two students and have them balance on one foot, discuss proper body alignment. Determine if the students understand the activity. Prepare a 2-to-3-minute activity to practice the skill demonstrated. For example, balance on your right foot for 30 seconds with hands extended then switch to the left foot. You will demonstrate your activity to the class and prepare a brief outline of the process that addresses the above expectations.

Midterm

Health Lesson: Using the North Dakota Health Standards the students will plan a lesson for a health class. The students will teach the lesson to their classmates.

Final

Sphero bot Physical Education Lesson: Students will prepare a lesson for a physical education class using the standard lesson plan format, incorporating technology using the Sphero bot.

RELATIONSHIP BETWEEN ND ESPB ELEMENTARY EDUCATION STANDARDS, OUTCOMES AND COURSE ASSESSMENTS

<u>Standards/Program Outcome</u>	<u>Assessment- Portfolio Artifact:</u>
<p><u>ND ESPB Elementary Education/CAEP Standard</u></p> <p>Target Standards</p> <p>50014.2f-Physical Education- Candidates know, understand, and use (as appropriate to their own understanding and skills) human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of like for elementary students.</p>	<p>Health and Physical Education Lesson Plans (Health, Physical Education, STEM Sports, and Sphero bots)</p>
<p><u>InTASC Core Teaching Standard:</u></p>	

<p>InTASC Standard 7</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	
<p>Program Outcome 7</p> <p>Utilize a variety of instructional strategies to support rigorous goals.</p>	