Term Information

Effective Term: Autumn 2013
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change credit hours from 3 to 6 hours

What is the rationale for the proposed change(s)?
Based on feedback from our NCATE SPA review (NASPE) we need to increase our content knowledge in elementary PE.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
We are moving content that was taught 4525 to the 3520 class in order satisfy professional standards. 4525 did not cover all the content necessary to meet our new standards. We are removing 4525 from our curriculum.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes
Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)
We are removing 4525 from our curriculum and adding its 3 credits to 3520

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Phys Actvty & Ed Svc
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 3520
Course Title: Content in Elementary Physical Education
Transcript Abbreviation: Cont in El PE
Course Description: An indepth analysis of the content and instruction of an elementary PE curriculum. Students will develop skills and knowledge in developmentally appropriate content in elementary physical education.

Semester Credit Hours/Units: Fixed: 6
Previous Value: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Does any section of this course have a distance education component? Yes
Grading Basis: Letter Grade
Repeatable: No
Course Components: Laboratory, Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites: Admission to a Physical Education teacher Education major.
Exclusions: 520

Cross-Listings

Subject/CIP Code
Subject/CIP Code: 13.1314
Subsidy Level: Baccalaureate Course
Intended Rank: Junior, Senior, Professional

Quarters to Semesters
Quarters to Semesters: Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted: EduPAES 520

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes:

Content Topic List
• Research
• Fundamental motor skills including developmental sequences and instructional activities for these skills
• Assessment of FMS
• Body management skills including activities and assessment
• Health-related and skill-related fitness including instructional activities and assessment. Evaluation of different fitness tests
• Gymnastics and dance including activities and assessment
• Sports and games including activities and assessment
• Non-traditional activities and assessment
• Integrating academic content into the elementary PE curriculum. Literacy, math, social studies, health and wellness
• Organizing the elementary physical education curriculum
COURSE CHANGE REQUEST
3520 - Status: PENDING

Attachments

- Semester Syllabus 3520 6 credit[1].doc: syllabus
  (Syllabus. Owner: Ward, Phillip C)

Comments

- Ward uploading syllabus (by Zircher, Andrew Paul on 08/31/2012 02:21 PM)

Workflow Information

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The Ohio State University
College of Education and Human Ecology
School of Physical Activity and Educational Services

PAES 3520 – Content in Elementary Physical Education (6)
Fall 20XX

Instructor: Dr. Jackie Goodway
Office: A260 PAES Building
Phone\Email: 292-6393\ goodway.1@osu.edu
Office Hours: Monday 12:00-2:00 & Tuesday 10:00-11:00, and other times arranged
Course Time: Monday, Wednesday, Friday 9:00-10:50am

Mission of the Educator Preparation Unit at The Ohio State University:
The mission of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P - 12 school age and demographic groups.

Course Description:
The purpose of this course is to introduce physical education content that is developmentally appropriate for elementary school children. Participants in this class are expected to be actively involved in learning and applying elementary physical education activities. This course will provide strategies for teaching these activities that will be utilized in the subsequent Elementary Methods course and field experience in Spring.

Rationale:
The Physical Education, Sport and Physical Activity program offers the opportunity to earn a license to teach P-12 physical education in the State of Ohio. A requirement for licensure is to demonstrate competency relative to both content and pedagogy applied to Teacher Candidate’s in P-12 physical education contexts. The purpose of this course is to introduce physical education content and pedagogical teaching strategies that are developmentally appropriate for elementary school children (P-6).

Relationship to Other Course/Curricula:
This course is part of a lock-step sequence of courses offered for prospective physical education Teacher Candidates in the Sport and Leisure Studies Program in the School of PAES. This course is a prerequisite to EDU PAES 3740 Teaching Physical Education in Elementary School. There is no other comparable course that would meet licensure requirements in this area of study.

Off Campus Field Experience
There may be a number of class sessions in which Teacher Candidates will be involved in practicing teaching elementary content to children in an elementary school during this quarter. Location and days to be determined.
**Diversity:**
Elementary physical education content will be considered as it relates to diverse learners. Teacher Candidate’s will demonstrate knowledge and application of appropriate ways in which to instruct diverse students including: (a) students with disabilities, (b) students from diverse ethnic & cultural backgrounds, (c) students from different socio-economic backgrounds, (d) students of various skill levels, and, (e) students of different gender.

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Technology:**
A number of different technologies will be utilized during this course including: word processing, excel, powerpoint, desktop publishing, world wide web, digital camera’s, digital camcorders, pedometers and heart rate monitors.

**Course Objectives – Knowledge, Skills, & Dispositions:**

The Teacher Candidate will be able to:

1. Demonstrate knowledge of the goals and objectives of elementary physical education.

2. Demonstrate knowledge and application of national standards and state curricula in elementary physical education.

3. Demonstrate knowledge of the benefits from involvement in physical activities and develop an appreciation for the value and contribution of physical education to the overall education of children.

4. Demonstrate knowledge of the evolving motor development of the elementary-aged child and its relevance to developmentally appropriate content and instruction in elementary physical education instruction.

5. Demonstrate knowledge and application of content knowledge and pedagogical content knowledge in the following elementary physical education activities:
   a. Fundamental motor skills including locomotor and object control skills.
   b. Fitness and wellness.
   c. Gymnastics.
   d. Dance and rhythmic activities.
   e. Lead up games and cooperative activities.
   f. Integrated movement and academic activities.
6. Demonstrate knowledge and application of various effective instructional approaches.

7. Demonstrate knowledge and application of management and motivation strategies for elementary physical education Teacher Candidate’s.

8. Demonstrate knowledge and the ability to use a variety of different assessment procedures used in elementary school physical education.


10. Demonstrate competence in designing lesson plans and developmentally appropriate movement experiences.

11. Develop an educational bulletin board in elementary physical education.

12. Develop a physical education advocacy brochure that educates constituents about the value of an elementary physical education program.

13. Engage in a reflective cycle involving development of a lesson plan, teaching of the lesson plan, reflection on the implementation of the lesson plan and suggestions for how the plan would change.

14. Demonstrate an understanding of important educational issues and concerns pertaining to teaching elementary physical education (e.g., developmental levels, individual differences, students with disabilities, IEPs, Title IX, equal access, liability, safety, and equipment).

15. Demonstrate appropriate professional behavior and dress, and active engagement in class.

**Relationship of this course to NASPE Beginning Teacher Standards:**

**2008 NASPE Initial Physical Education Teacher Education Standards**

Teacher Candidate’s in this class will demonstrate beginning levels of performance in the following standards. In a number of these standards Teacher Candidates will plan but not implement the standard.

**Standard 1: Scientific and Theoretical Knowledge** - Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals

1.1 - Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness (unit plan).

1.2 - Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness (unit plan & instruction of a lesson).

1.3 - Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness (unit plan & instruction of a lesson).

1.4 - Identify historical, philosophical, and social perspectives of physical education issues and Legislation (Advocacy brochure).

1.5 - Analyze and correct critical elements of motor skills and performance concepts (unit plan & instruction of a lesson).
Standard 2: Skill and Fitness Based Competence - Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns (Daily gymnasium activities & implementing a lesson plan).

2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities (Daily gymnasium activities & implementing a lesson plan).

Standard 3: Planning and Implementation - Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs (unit plan and lesson plan).

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/of national standards.

3.3 Design and implement content that is aligned with lesson objectives (unit plan and lesson plan).

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities (unit plan and lesson plan).

3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students (unit plan and lesson plan).

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives (technology lesson plan).

Standard 4: Instructional Delivery and Management - Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats (daily gymnasium activities and implement a lesson plan).

4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences (daily gymnasium activities and implement a lesson plan).

4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation(daily gymnasium activities and implement a lesson plan).

4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses (daily gymnasium activities and implement a lesson plan).

4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment (daily gymnasium activities and implement a lesson plan).

4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment (daily gymnasium activities and implement a lesson plan).
Standard 6: Professionalism - Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

6.2 Participate in activities that enhance collaboration and lead to professional growth and development (Advocacy brochure and professional behaviors rubric).
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers (professional behaviors rubric).
6.4 Communicate in ways that convey respect and sensitivity (professional behaviors rubric).

Textbook:

Class Materials:
Class notes, power points, assignment guidelines, and grading rubrics will be provided on the Carmen course website (www.carmen.osu.edu). The materials from Carmen are required and must be printed and organized in a course notebook. It is expected that all Teacher Candidates will bring the appropriate handouts and powerpoint notes to class each week. Coming to class with all appropriate materials is part of the professionalism grade of the course. If you experience problems with Carmen ask for assistance from 688-HELP.

The Physical Education Teacher Education website will also serve as a critical resource for you during the remainder of the PETE program. This website can be found at: [http://ehe.osu.edu/paes/physical-education/](http://ehe.osu.edu/paes/physical-education/) The website has the coding forms used in the remaining field experiences along with policies and procedures.

TK20 Subscription
The TK20 is a tool to help you create a record of your accomplishments toward your teaching license. Using TK20, you will be able to create portfolio of your work. The university will also use the database for program accreditation and to verify that Teacher Candidates are making appropriate progress to meet NASPE/NCATE beginning teacher standards and receive P-12 licensure in physical education in the State of Ohio. All third year physical education undergraduate students will need to register for TK20 by the 3rd week of the Fall quarter 2012. Subscribe directly to TK20 on-line at [https://osu.tk20.com](https://osu.tk20.com) by clicking on "Click here to register your account" or first purchase the subscription packet (ISBN #0-9774408-1-8) at the Barnes and Noble Ohio State University Bookstore and follow the subscription instructions after clicking on "Click here to register your student account" on the web site. Subscriptions may take 2-3 days to activate, so make sure you subscribe in time to orient yourself to TK20 and understand the steps to submit your assignments. Any student not subscribing to TK20 will receive an incomplete in the PAES 3520 and will be unable to proceed in the PETE program.

Class Policies and Professional Expectations:
These policies are designed to ensure that you get a good grade in class, which in turn should reflect your competency and confidence as a beginning teacher.
1. This is an undergraduate professional course in which attendance, punctuality, and adherence to deadlines are expected and required. The design of this course requires extensive interaction with your colleagues and involvement in many learning experiences and application exercises, which makes attendance a necessary requirement. For this reason, only absences meeting the university definition of an “excused absence” will be accepted. Please contact (i.e., voice mail or email) the instructor PRIOR to your absence so arrangements can be made to cover your assigned tasks in your group work. If an absence becomes necessary, it is up to the discretion of the instructor to determine appropriate make-up strategies. It may not be possible to make up some assignments. In addition, please attend class on time. Should you be late to a class, any work completed prior to your arrival may not be made up (unless previous arrangements were made with the professor).

2. Each unexcused absence from class will result in the course grade being dropped one level (e.g. A to A-). After 2 absences (out of a possible 14), the Teacher Candidate will receive a failing grade of E in the course.

3. Each late arrival or early leaving from a class will result in 5 point deduction from the overall course point total. All Teacher Candidate’s are required to sign-in on a class attendance sheet each day.

4. Read assigned readings PRIOR to class, and bring your course materials with you to each class.

5. Ask questions and be ready to discuss content in class.

6. All assignments have specific deadlines. Submissions that are late will result in a zero for that assignment unless a revised deadline has been previously arranged with the instructor (due to exceptional circumstances).

7. As a future professional physical educator, communication is essential to your career. It is the expectation in this class that you take personal responsibility for your learning and communicate with your instructor about exceptional circumstances that might impact your performance in this class. It is also expected that you will communicate with your peers in a professional and supportive manner.

8. Seek help from the instructor and other Teacher Candidate’s to support your learning.

9. Help create a positive supportive learning environment for others.

10. Behave in accordance to the professional code of conduct and act like a professional at all times.

**Concept of the Term “Professional”**?

From: National Board for Professional Teaching Standards

The term "professional" is an honorific in our society, and denotes occupations characterized by certain attributes. Chief among these are a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients. The knowledge base typically provides substantial, but not complete, guidance for professional practice. Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to formulaic solutions. Professionals must cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty.
Professionals deal with urgent human problems: matters of life and death, justice, hope and opportunity. Essential to their work is the trust of clients. What warrants such trust is the obligation, upheld within the community of professionals, to pursue an ethic of service and to employ special knowledge and expertise in the interests of their clients.

These general observations apply to teaching, but with important distinctions. While teachers employ their knowledge and skill on students, they also strive to empower students to continue the quest for understanding, so that one day the pupil may surpass the instructor. In this regard, teaching is the most democratic of professions. It aims to place within the hands, head and hearts of students the means for them to teach themselves.

The ethical dimensions of teaching also distinguish it from other professions. Unique demands arise because the client's attendance is compulsory and, more importantly, because the clients are children. Thus, elementary, middle and high school teachers are obligated to meet a stringent ethical standard. Other ethical demands derive from the teacher's role as a model of an educated person. Teaching is a public activity; a teacher works daily in the gaze of his or her students, and the extended nature of their lives together in schools places special obligations on the teacher's behavior. Students learn early to read and draw lessons from their teachers' characters. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students, parents or peers. Practicing with this additional dimension in mind calls for a special alertness to the consequences of manner and behavior. Standards for professional teaching ought, therefore, to emphasize its ethical nature.

**Physical Education Teacher Education Policy on Professionalism**

All Teacher Candidate’s are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies.

What do we mean by the term professional conduct? Professional teachers:

- Demonstrate ethical behavior including academic honesty and confidentiality (e.g., FERPA).
- Work effectively with professional colleagues and other adults.
- Exhibit a positive attitude toward schools, teaching, students, and parents.
- Respond to frustration and stress appropriately.
- Consistent attendance and punctuality to school, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
- Dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.
- Is receptive and responsive to professional feedback incorporating suggestions into practice.

Examples of unprofessional conduct include but are not limited to:

- Lack of responsibility in fulfilling Teacher Candidate teaching requirements.
- Behaviors indicating an attitude of indifference or hostility.
• Inappropriate written or oral language which interferes with performance of teaching.
• Poor preparations skills such as providing no lesson plans, or poorly written lesson plans.
• Poor teaching skills such as inadequate classroom management and instruction.
• Poor interpersonal skills with school students, faculty, and/or staff.
• Violation of school policies, procedures, rules, regulations, or code of ethics
• Lack of appropriate professional attitudes, behaviors or dress.

Teacher Candidate’s who display unprofessional behavior will have their grade reduced by one letter grade. However, if in the judgment of the Physical Education Teacher Education faculty the unprofessional conduct is severe the faculty will indicate to the instructor to provide a failing grade for the teaching and course experience.

Procedures:
When an unprofessional behavior occurs the instructor in the case of minor instances (e.g., initial instances of poorly written plans, or rudeness toward supervisors) will deal with the situation by meeting with the Teacher Candidate and discuss the issues involved, if the initial instance is of a very serious nature (e.g., public arguing with a mentor or being disrespectful) the instructor will reduce the grade of the Teacher Candidate by one letter grade (e.g., A to A-). In the case of a more severe instance or repeated instances the instructor will call a Physical Education Teacher Education faculty meeting with the Teacher Candidate. At such time the faculty will determine whether or not to recommend that the instructor submit a failing grade for the Teacher Candidate.

Dress:
For most days we will be in both the classroom and gymnasium so you will be expected to come to class daily dressed for physical activity. Teacher Candidate’s are expected to be prepared to actively participate in all class activities in the classroom and the gymnasium. During PAES 3520 Content in Elementary Physical Education you will practice and be held accountable for the same standard of dress and behavior that you will need to demonstrate in public schools during PAES 3740 Elementary Methods of Physical Education. Thus, for physical activity sessions, shorts or warm up outfits, tennis shoes, and appropriate shirts are required. Jeans, flip flops, street shoes, restrictive clothing, ripped clothing, hats, and gum chewing are unacceptable and will constitute unprofessional behavior. The intent is to practice those professional behaviors you will need to demonstrate in order to become licensed as a teacher in the State of Ohio.

Assignments:
- All assignments will have specific instructions and grading rubrics in your course materials and posted on the Carmen website.

Rationale for Group Assignments:
- The National Board for Professional Teaching Standards has developed 5 core propositions for the definition of a highly effective teacher. The 5th proposition states “Teachers are members of learning communities. They collaborate with others to improve student learning—including partnerships with community groups and businesses; working with other professionals on instructional policy, curriculum development and staff development; and working with parents to engage them productively in the work of the
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.”

In the PETE program we believe the world of teaching is a cooperative one in which teachers work together to develop products and meet school achievement/improvement plans/goals. In many cases teachers are defined by those professional and collaborative behaviors. As such, new teachers must learn to cooperate and communicate in a professional manner and demonstrate the professional behaviors expected of a teacher, even in times of disagreement. Many of these course assignments are group assignments to promote, model, and teach the spirit of collaboration and cooperation. It is critical to your success as a teacher that you learn to work in a team and be professional and courteous in your interactions with other professionals. It is also critical that professional teachers learn to work within a group and follow through on all group responsibilities.

1) **Classroom Professional Behaviors:** The third year of the PETE program marks the beginning of the professional phase of the program. This is a critical transition from being a student in a class to being a Teacher Candidate, that is, an individual with the intent of receiving P-12 teacher licensure in physical education in the State of Ohio. Teachers must demonstrate a variety of professional behaviors as part of licensure standards. The first day of class we will have an extensive discussion of those behaviors considered professional and unprofessional. We will learn about national standards on professionalism. Each class period Teacher Candidate’s will SELF-EVALUATE their professional behaviors in class using a class rubric. The instructor will examine the Teacher Candidate’s self-evaluation and make the overall evaluation for the day. The Instructor will also evaluate the Teacher Candidate’s professional behaviors for the day. Where there is a discrepancy between the Instructor and Teacher Candidate evaluation, the Instructor’s opinion is final. All Teacher Candidate’s are expected to perform at the minimum of “level 2” of engagement in all aspects of the rubric. Teacher Candidate’s who “go beyond” and demonstrate outstanding leadership in professional behaviors can earn up to 1 bonus point per week. Again, the Instructor’s opinion is final. Teacher Candidate’s performing below level 2 will meet with the instructor to discuss his/her performance in class and his/her suitability for P-12 teacher licensure. Sustained performance below a level 2 will result in enacting the Code on Professionalism. There may be times when peers will assess each other’s professionalism during group work.

2) **On-Line Quizzes:** Each week there are assigned chapters to read PRIOR to the class period. For each week’s readings there will be a 20 to 30 question quiz pertaining to the assigned chapters. These questions will be taken on line in Carmen and will be open-book and timed. In order to answer the questions in the time provided it is strongly recommended that the Teacher Candidate read the chapter prior to taking the on line quiz. The on-line quiz will close at midnight on the Sunday night before the class on Monday. (Individual weekly assignment). In general, students will not be permitted to make up quizzes, assignments, or exams. However, some make ups may be permitted at the instructor’s discretion due to a personal or family emergency.

3) **Physical Education Program Advocacy Brochure** – A number of the licensure standards deal with the Teacher Candidate’s ability to effectively communicate with different stakeholders about the content and implementation of a physical education program. This assignment asks Teacher Candidate’s to produce a one page, double-sided
parent handout that advocates and educates parents about the mission and philosophy of an elementary physical education program. The parent handout is intended to incorporate instructional technology to explain to parents the purpose, nature and outcomes of your proposed elementary physical education program in addition to dress and behavioral expectations. It should be colorful and educational. (Group assignment)

4) **Unit Plan Development** – Teacher Candidate’s will develop a mini-unit plan (K-5) consisting of 4 days of instruction each. As part of these unit plans, Teacher Candidate’s will develop (Group assignment):

- **Rationale for the Unit** – Teacher Candidate’s will provide a rationale for the unit based on knowledge of the community and student performance, and national PE standards.
- **Unit Plan Goals** – Teacher Candidate’s will identify specific motor, cognitive, fitness, and affective outcomes for their 4-day unit and relate these to national standards in PE.
- **Task Analysis of Motor Outcomes** – Teacher Candidate’s will develop a task analysis of each of the motor skills identified in the unit of instruction.
- **Block Plan** – Teacher Candidate’s will develop an outline of each day of instruction in the unit.
- **Assessment Overview** – Teacher Candidate’s will develop an overview of the assessment plan for each of the motor, cognitive, and affective outcomes identified in the unit of instruction. The Teacher Candidate will tie these assessments to State of Ohio assessment rubrics.
- **Lesson Plan** – Teacher Candidate’s will develop in pairs a full lesson plan for one day of instruction in each unit. (Pair Assignment)
- **Teaching of Lesson Plan** - Each group of Teacher Candidate’s will teach a lesson plan to a group of peers/children in the class. Teacher Candidate’s will be evaluated by their peers on the implementation of the lesson plan. (Group Assignment)
- **Reflection on Instruction** - Subsequent to instruction of the lesson plan, Teacher Candidates will conduct a reflective cycle on the implementation of their lesson plan. (Group assignment)

5) **Bulletin Board** - Each group of Teacher Candidate’s will be responsible for completing, displaying, and interpreting a bulletin board related to their unit of instruction. Teacher Candidate’s should use technology skills to develop the board and demonstrate creativity in the presentation. The poster should educate the student’s about the unit of instruction and be used in the peer teaching episode. Poster-boards or science-project boards are both appropriate options for backing. The board should be displayed on the day of the group peer teach (as it will relate to your unit of instruction). Following the peer teaching for that day, each group will have time to explain and discuss their poster to classmates in a “poster session” format. Fifty-percent of this grade will come from peers and 50% from your instructor. (Group assignment).

6) **Teacher Candidate Developed & Led Elementary Content Instructional Activities** - Each week we will be working on different aspects of elementary physical education
content. Groups will be assigned specific content for which they are responsible. They will be assigned 10-15 minute activities to develop and instruct to the cohort. The content activity will be developed using the required format and a copy will be deposited in the course Carmen drop box for your peers to have.

All assignments must be typed and turned into group folders on time in order to receive a grade. Late assignments will receive a zero. Any Teacher Candidate who has two course assignments that are not completed will receive an E for the course. Teacher Candidates should contact the Instructor if they cannot turn in an assignment due to exceptional circumstances.

**Grading:**

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**Letter Grade Scale**

- **A** = 93% and above
- **A-** = 90-92%
- **B+** = 87-89%
- **B** = 83-86%
- **B-** = 80-82%
- **C+** = 77-79%
- **C** = 73-76%
- **C-** = 70-72%
- **D+** = 67-69%
- **D** = 60-66%
- **E** = 59% and below

**ACADEMIC CONDUCT and MISCONDUCT**

_You are expected, at all times, to act with academic integrity._

“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.
**Academic Misconduct** -- The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

**ODS Statement** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Students in Need of Assistance**
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (US +1 6142925766 Call; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.
### Content in Elementary Physical Education
#### Tentative Class Schedule

Note: Most days consist of both lecture and gymnasium activities. The activities selected focus more on the lower elementary curriculum as this is where the TC is typically most weak.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Chaps</th>
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<th>Topic Schedule</th>
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</table>
| 1.1   | 1, 5, 7 | Read Professionalism policy & handout before class  
Professional behavior rubric | Overview of syllabus  
Being a Professional Teacher  
The value and purpose of physical education for children |
| 1.2   | | Read NASPE standards  
Read NBTS standards & core propositions  
Professional behavior rubric | NASPE Beginning teacher standards  
NBTS Standards of Highly Effective Teachers  
Connections of standards to PETE program |
| 1.3   | | Professional behavior rubric | Goals of PE  
NASPE K-12 standards in PE  
Content of a typical elementary PE program |
| 2.1   | 2,3,7  
14 | **Complete Quiz #1**  
Professional behavior rubric | Skill theme approach  
Determining generic levels of skill proficiency  
Unit Planning:  
Selecting content/rationale for unit  
Unit goals  
Beginning Task Analysis |
| 2.2   | | Professional behavior rubric | Overview of assessment  
Formative assessment  
Authentic assess |
| 2.3   | | Bring group assessment rubric  
Professional behavior rubric | Developing assessment rubrics  
Assessment activities in the gymnasium |
| 3.1   | 8  
16,17,18 | **Complete Quiz #2**  
Professional behavior rubric | Unit planning:  
Block plans  
Assessment plan  
Opening routines, Warm ups, Instant activity games. |
| 3.2   | | Professional behavior rubric | Movement concepts in the P-2 curriculum  
Movement concepts—Effort, Relationships, Space  
Movement concepts in gymnasium |
| 3.3   | | Professional behavior rubric | TC led movement concept activities —Effort, Relationships, Space  
Assessment of movement concepts |
| 4.1   | 19,20,21 | **Complete Quiz #3**  
Professional behavior rubric | Fundamental Motor Skills (FMS) — locomotor and object control (OC) skills  
Overview of stages in FMS  
FMS in the elementary PE curriculum  
State standards by grade level for FMS |
| 4.2   | | Professional behavior rubric | Locomotor skills – run, gallop, skip, leap  
Locomotor skill activities – TC and instructor led  
Assessment of locomotor skills |
| 4.3 |  | Professional behavior rubric | Locomotor skills – jump, hop, slide  
**Physical Education Program Advocacy Brochure due**  
Locomotor skill activities - TC and instructor led  
Assessment of locomotor skills |
| 5.1 | 6, 25 | **Complete Quiz #4**  
Professional behavior rubric | OC – throw  
OC skill activities - TC and instructor led  
Assessment of OC skills |
| 5.2 |  | Professional behavior rubric | OC – catch  
OC skill activities  
Assessment of OC skills - TC and instructor led |
| 5.3 |  | Professional behavior rubric | OC – throwing and catching combined  
Simple lead-up games with throw and catch  
TC and instructor led |
| 6.1 | 24, 27, 28 | **Complete Quiz #5**  
Professional behavior rubric | OC – kick and punt  
OC skill activities - TC and instructor led  
Assessment of OC skills |
| 6.2 |  | Professional behavior rubric  
**Unit Plan Part 1 due** | OC – strike with short handled and long handled implements  
OC skill activities - TC and instructor led  
Assessment of OC skills |
| 6.3 |  | Professional behavior rubric | OC – dribble and roll  
OC skill activities - TC and instructor led  
Assessment of OC skills |
| 7.1 | 4, 13 | **Complete Quiz #6**  
Professional behavior rubric | Health-related fitness (HRF)  
Skill-related fitness (SRF)  
State standards on fitness  
HRF in the curriculum |
| 7.2 |  | Professional behavior rubric | HRF activities for grades P-2 - TC and instructor led  
Cardiovascular activities  
Muscular strength & endurance activities  
Flexibility activities  
Fitness lessons |
| 7.3 |  | Professional behavior rubric | HRF activities for grades 3-6 - TC and instructor led  
Cardiovascular activities  
Muscular strength & endurance activities  
Flexibility activities  
Fitness lessons |
| 8.1 | 29, 32 | **Complete Quiz #7**  
Professional behavior rubric | Assessment of HRF  
Fitnessgram  
Meeting state of Ohio standards in fitness assessment |
| 8.2 |  | Professional behavior rubric  
**Unit Plan Part 2 due** | Orienteering and scavenger fitness courses  
Integrated academic fitness activities  
TC led orienteering and scavenger fitness courses |
| 8.3 |  | Professional behavior rubric | Role of Dance in the PE curriculum  
Different types of dance |
| 9.1 | Dance handout | **Complete Quiz #8**  
Professional behavior rubric | Folk dances for P-2  
Folk dances for 3-6  
Assessment of dance |
<p>| 9.2 |  | Professional behavior | Creative and rhythmic dance for P-2 |</p>
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<td>9.3</td>
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<td>rubric</td>
<td>Creative and rhythmic dance for 3-6</td>
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<td>Assessment of dance</td>
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<td>10.1</td>
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<td>Complete Quiz #10</td>
<td>Basketball in the elementary PE curriculum</td>
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<td>Basketball/dribbling activities for – P-2</td>
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<td>Unit Plan Part 3 due</td>
<td>Teaching tactical approaches in basketball</td>
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<td>Volleyball/hand striking activities for – P-2</td>
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<td>rubric</td>
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<td>Soccer in the elementary PE curriculum</td>
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<td>Final complete unit plan due</td>
<td>Soccer/foot dribbling activities for – P-2</td>
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<td>Professional behavior</td>
<td>Soccer activities for – 3-6</td>
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<td>Floor hockey activities for – P-2</td>
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<td>Floor hockey activities for – 3-6</td>
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<td>rubric</td>
<td>Teaching tactical approaches in floor hockey</td>
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<td>Gymnastics in the elementary PE curriculum</td>
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<td>rubric</td>
<td>Types of gymnastics – artistic &amp; education &amp; stunts</td>
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<td>Safety in gymnastics</td>
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<td>Task analysis, critical cues &amp; assessment of gymnastics</td>
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<td>Gymnastic Activities in gym</td>
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<td>Gymn</td>
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<td>Rolls – log, forward, back, side</td>
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<td>Partner and group stunts</td>
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<td>Assessing gymnastics</td>
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<td>14.1</td>
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<td>Bulletin board due on day of teaching</td>
<td>Micro-teaching session #1 &amp; Bulletin Board Session 1</td>
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<td>Peer &amp; instructor evaluation of instruction</td>
<td>X groups teach their lesson plan to peers</td>
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<td>14.2</td>
<td>of the lesson plan &amp; the unit Bulletin board</td>
<td>Micro-teaching session #2 &amp; Bulletin Board Session 2. X groups teach their lesson plan to peers</td>
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<td>Unit plan feedback received</td>
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<td>Lesson reflection due within 3 days of teaching lesson</td>
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<td>14.3</td>
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<td>Micro-teaching session #3 &amp; Bulletin Board Session 3 X groups teach their lesson plan to peers</td>
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<td>Final</td>
<td>Submit final revised and edited unit plan</td>
<td>Case Studies of Real Teachers Personal reflection on strengths tied to NASPE teacher standards and areas for development Review for PAES 3740 Elementary Methods in PE</td>
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