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

KINPE 3520.02 – Content in Upper Elementary Physical Education (3)  
Fall 20XX  

Instructor: Dr. Jackie Goodway  
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Office Hours: Monday 12:00-2:00 & Tuesday 10:00-11:00, and other times arranged  
Course Time: Twice a week for 1 ½ hours  

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 and curriculum that is developmentally appropriate for upper elementary school children (3-5th grade). 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. Ohio Department of Education Physical Education assessments for 5th grade will be covered.  

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 upper elementary school children (3-5).  

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 Physical Education, Sport, and Physical Activity (PESPA) Program in the Department of Human Sciences. This course will be taken concurrently with KINPE 3250 and both serve as a pre-requisite to KINPE 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 semester. 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 PESPA program 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 PESPA Program 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 upper elementary physical education.
2. Demonstrate knowledge and application of national standards and state curricula in upper elementary physical education.
3. Demonstrate knowledge of the benefits from involvement in physical activities for children in grades 3-5 and develop an appreciation for the value and contribution of physical education to the overall education of children.
4. Demonstrate knowledge of developmentally appropriate behavior change and motivational strategies to promote physical activity in children in grades 3-5.
5. Demonstrate knowledge and application of content knowledge and pedagogical content knowledge in the following upper elementary physical education activities:
   a. Fitness and wellness.
   b. Dance and rhythmic activities.
   c. Team Sports
   d. Individual Sports
   e. 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 upper
elementary physical education Teacher Candidate’s.

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


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

11. Develop a complete unit plan and lesson plans for a 5-day upper elementary content area.

12. 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.

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

14. 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/or 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/ 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 Semester 20XX. Subscribe directly to TK20 on-line at 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 KINPE 3520.X 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 KINPE 3520.X Content in Upper 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 KINPE 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 school. 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) **Unit Plan Development** – Teacher Candidate’s will develop a mini-unit plan (3-5) consisting of 5 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 State standards in PE.
   - **Unit Plan Goals** – Teacher Candidate’s will identify specific motor, cognitive, fitness, and affective outcomes for their 5-day unit and relate these to State 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 Ohio Department of Education 3-5 Physical Education assessments.
   - **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)

4) **Teacher Candidate Developed & Led Upper Elementary Content Instructional Activities** - Each week we will be working on different aspects of upper 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:
| Professional Behaviors (14X10) | 140 |
| On-Line Quizzes | 90 |
| Unit Plan | 190 |
| Lesson Plan | 60 |
| Peer Teaching of Lesson Plan | 60 |
| Reflection of Lesson Plan | 10 |
| Teacher Candidate led activities | 50 |

**Total Points** 600 Points

**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](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/](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](http://www.ccs.ohio-state.edu)) for assistance, support and advocacy. This service is free and confidential.
### Content in Upper 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>
<th>Assignments</th>
<th>Topic Schedule</th>
</tr>
</thead>
</table>
| 1.1   |            | 1, 5, 7        | Read Professionalism policy & handout before class  
Professional behavior rubric  
Read NASPE standards | Goals of PE  
NASPE K-12 standards in PE  
Content of a typical upper elementary PE program  
Ohio Department of Education Standards and Benchmarks |
| 1.2   |            |                | Professional behavior rubric | Determining generic levels of skill proficiency  
Unit Planning:  
Selecting content/rationale for unit  
Unit goals  
Beginning Task Analysis |
| 2.1   |            | 2, 3, 7, 14    | Complete Quiz #1  
Professional behavior rubric | Developmentally appropriate Assessment for 3-5  
Overview of assessment  
Formative assessment  
Authentic assess |
| 2.2   |            |                | 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 | TC led movement cooperative activities  
Assessment of cooperative activities concepts |
| 4.1   | Orienteering Handouts 29, 32 | Complete Quiz #3  
Professional behavior rubric | Orienteering and scavenger fitness courses  
Integrated academic fitness activities  
TC led orienteering and scavenger fitness courses |
| 4.2   |            |                | Professional behavior rubric | Health-related fitness (HRF)  
Skill-related fitness (SRF)  
State standards on fitness  
HRF in the curriculum  
Behavior change and motivational strategies to promote physical activity in grades 3-5 |
| 5.1   | Fitness Handouts | Complete Quiz #4  
Professional behavior rubric | HRF activities for grades 3-5 - TC and instructor led  
Cardiovascular activities |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Professional behavior rubric</th>
<th>Assessment of HRF</th>
<th>Fitness lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Muscular strength &amp; endurance activities</td>
<td>Assessment of HRF</td>
<td>Fitnessgram</td>
<td>Meeting state of Ohio standards in fitness assessment</td>
</tr>
<tr>
<td>6.1</td>
<td>Handouts</td>
<td>Complete Quiz #5</td>
<td>Role of Dance in the PE curriculum</td>
<td>Different types of dance</td>
</tr>
<tr>
<td>6.2</td>
<td>Professional behavior rubric</td>
<td>Creative and rhythmic dance for 3-5</td>
<td>Folk dances for 3-5</td>
<td>Assessment of dance</td>
</tr>
<tr>
<td>7.1</td>
<td>BB handout</td>
<td>Complete Quiz #6</td>
<td>Basketball in the upper elementary PE Curriculum</td>
<td>Basketball activities for – 3-5</td>
</tr>
<tr>
<td>7.2</td>
<td>Professional behavior rubric</td>
<td>Teaching tactical approaches in basketball</td>
<td>TC led basketball activities</td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>VB handout</td>
<td>Complete Quiz #7</td>
<td>Volleyball in the upper elementary PE curriculum</td>
<td>Volleyball activities for – 3-5</td>
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<td>Professional behavior rubric</td>
<td>Teaching tactical approaches in volleyball</td>
<td>TC led basketball activities</td>
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<td>9.1</td>
<td>Handout</td>
<td>Complete Quiz #8</td>
<td>Soccer in the elementary PE curriculum</td>
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<td>Teaching tactical approaches in soccer</td>
<td>TC led soccer activities</td>
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<td>10.1</td>
<td>FH handout</td>
<td>Complete Quiz #9</td>
<td>Floor hockey in the elementary PE curriculum</td>
<td>Floor hockey activities for – 3-5</td>
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<td>Kickball in the elementary PE curriculum</td>
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<td>Pickle Ball in the elementary PE curriculum</td>
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<td>Professional behavior rubric</td>
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<td><strong>12.2</strong></td>
<td><strong>Lesson Plan due</strong></td>
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<th><strong>13.1</strong></th>
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<td>Peer &amp; instructor evaluation of instruction of the lesson plan &amp; the unit Bulletin board Unit plan feedback received Lesson reflection due within 3 days of teaching lesson</td>
<td>X groups teach their lesson plan to peers</td>
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<tr>
<th><strong>Final</strong></th>
<th>Submit final revised and edited unit plan</th>
<th>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</th>
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