Carroll University  
PED 328 – Spring 2017  
Elementary Physical Education Activities and Health Education  
Class Syllabus

Time: Monday 6:00 pm-9:50pm  
Credits: 3 credits  
Location: Ganfield 103, Ganfield Gym 100  
Office Hours: Mondays 5:00-6:00 pm  
Instructor: Mrs. Shannon Dannhoff  
(or make arrangements)  

Contact Information:  
** Best way to reach me is by email - danns@wawmsd.org or dannhoff@yahoo.com or sdannho@carrollu.edu  
Phone – Work/School: (414) 604-3700 ext. 1214 (7:00am – 3:40 pm)  
Home: (262) 574-0881 (after 4:30 pm)  
Cell: (262) 565-8713 – can also text this number

** If you want to share something through Google Drive, use danns@wawmsd.org

Course Description:  
This course is specifically designed for elementary education majors to introduce both the content and techniques for delivery of appropriate health and physical education programs at the pre-kindergarten to ninth grade level.

Pre Requisites  
NONE

Recommended Texts: RECOMMENDED BUT NOT REQUIRED  


Attire:  
Since this is an activity-based class, tennis shoes and clothing that allow for full participation must be worn.

Course Objectives:  
1. Students will specify the needs, characteristics, and the interest of pre-K thru 9th grade children and be able to explain how these ages and maturity factors influence program development.
2. Students will be able to cite the National Standards for elementary health and physical education.
3. Students will be able to identify the essential components of a quality health and physical education program.
4. Students will understand the relationship between physical activity and body composition, the development of muscular strength, endurance, flexibility, and aerobic capacity and be able to successfully incorporate exercises and activities that promote these fitness components into a developmentally appropriate physical education lessons.
5. Student will recognize the importance of promoting a comprehensive coordinated health and physical education program to children.
6. Students will be able to integrate health instruction into thematic units of instruction. Student will be able to employ fundamental learning principles that will have a favorable impact on student health behavior.
7. Students will be able to design and implement developmentally appropriate lessons for both health and physical education using learning centered approaches.
8. Students will be able to cite and demonstrate effective ways to use equipment, time, formations, space, and apply exercise and environmental safety guidelines during the instructional process.
9. Students will be able to apply various classroom management, demonstration and modeling skills, teaching styles, and instructional evaluation procedures that facilitate an environment conducive for learning.
10. Students will be able to apply a model of how elementary school children learn motor skills and be able to demonstrate fundamental motor, manipulative, rhythmical, and various sports pre-K thru 9th grade.
11. Students will be able to effectively and appropriately use computer technology in the health and physical education classroom.

Work must be submitted on time, every time to receive full credit!

Grade Determination:
A = 100-93
A/B = 92-88
B = 82-87
B/C = 78-81
C = 70-77
D = 60-69
F = Below 60

Evaluation:
Attendance / Participation – 25% (Class Objectives: 1, 3, 5, 6)
PE teaching lesson – 25% (Class Objectives: 1, 2, 3, 4, 7, 8, 9, 10, 11)
Health teaching lesson – 25% (Class Objectives: 1, 2, 3, 5, 6, 7, 8, 9, 11)
Other Assignments – 25%
  ● Demonstration of a Physical Education Skill (Class Objectives: 7, 8, 9)
  ● Food Tracker Assignment (Class Objective: 5)
  ● Nature Assignment (Class Objectives: 5, 7)
  ● How will you bring movement into your classroom? (paper) (Class Objectives: 1, 3, 5, 6, 7, 9)
  ● Final Binder (Class Objectives: 1, 5, 10)

Final Exam – May 8, 2017 at 6:00pm

Wisconsin Model Standards for Teacher Development:
1) Knowledge of Subject Matter
2) Knowledge of Human Development
3) Adapting Instruction for Individual Needs
4) Multiple Instructional Strategies
5) Classroom Motivation and Management Skills
6) Communication Skills and Technology
7) Instructional Planning Skills
8) Assessment of Student Learning
9) Professional Commitment and Responsibilities
10) Collaboration and Partnership

Attendance Policy/Assignment:
1. Students are required to attend class and participate in class discussion.
2. All assignments are due on the date indicated by the instructor unless individual arrangements have been made with the instructor and have been approved by the instructor.
3. Failure to attend class, late assignments, and failure to complete assignments will result in loss of points and a lower grade.
Right to Modify Course Content:
“The instructor and the University reserve the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s)”

Accommodation for Disabilities:
“Students with disabilities who may need accommodations or any student considering obtaining documents should make an appointment with the Walter Young Center (262) 524-7621 no later than the first week of class.”

Statement on Academic Integrity:
“The Carroll University Academic Integrity Policy is located in the student handbook – https://mycarrollu.edu/ICS/icsfs/Student_Handbook_12-13_Upadated Please familiarize yourself with it. Carroll University emphasizes that students have an obligation to conduct their academic work with honesty and integrity. All acts of academic misconduct are serious. If you have any question about appropriate citations, please ask.”