Carroll University Course Syllabus
PED - 310 Elementary Physical Education Activities
3 Credits

Time: Monday, Wednesday, Friday 12:00 p.m. – 1:10 a.m. – Thursday 3:30 – 4:00
Instructor: Stephen J. Dannhoff
Office: Charles House 303
Office Hours: TBA
Phone: 262 524 7105
E-Mail: sdannhof@carrollu.edu

Course Description:
The course will introduce to the students the knowledge and skills they will need to become an effective physical education teacher. The course will also assist the student in developing a beginning level of competency in writing educational objectives, lesson plans, and unit planning. In addition, students will implement developmentally appropriate activities for elementary school aged children.

(prerequisites: NONE)

Final Exam: Wednesday, December 20 ......................... 12:00 pm


Course Objectives:
The course activities, experiences, assignments and sequences are intended to provide opportunities for class members to accomplish the following:

1. Become aware of the need to assess physical attributes for the purpose of effective programming.
2. Demonstrate the knowledge that all properly written objectives will indicate how the student’s performance is assessed.
3. Delineate the components of a well-written lesson plan.
4. Become aware of the types of assessment available to a physical educator.
5. Demonstrate the ability to adequately write material for each component of a lesson plan.
6. Demonstrate, at a beginning level, the ability to plan a lesson.
7. Become aware of the necessary components and acceptable format for a unit plan.
8. Demonstrate the ability to sequence lessons to formulate a unit plan.
9. Demonstrate the knowledge of role time management, feedback, teacher movement, teacher positioning and proper voice volume in effective teaching behavior.
10. Become aware of the current ability to effectively teach their peers.
11. Demonstrate an understanding of pre-school and elementary aged children as characterized by defining, assessing, and writing a review of the developmental needs and age appropriate characteristics of children relative to their levels of fitness, motor patterns, developmental skills and social skills.
12. Demonstrate elementary program development and planning skills as characterized by the following:
   (a) Studying the major content categories appropriate for each age level and preparing sections of a notebook which reflect objectives and learning experiences for each of the following activity content areas: fundamental skills, manipulative skills, movement education, fitness, rhythms, and stunts and tumbling skills,
   (b) Creating a teaching unit for elementary age children with the purposes and objectives organized as shown in example units.
13. Demonstrate planning skills by designing lesson plans (with well-developed performance objectives, sequenced and varied learning experiences, and complete organizational procedures) for pre-school and elementary students in each content area mentioned above.
14. Demonstrate teaching skills by teaching and evaluating lessons to pre-school and elementary students in each of the previously mentioned areas.
Assessment of Course Objectives:
1. Comprehension of concepts will be assessed through the use of cognitive exams.
2. Completion of a peer teaching presentation in activity under the direction of the instructor.
3. Completion of 2 Article reviews and written critiques.

Course Content:
Daily Lesson Plans - Psychomotor Objectives, Cognitive Objectives, Affective Objectives, Learning Experiences, and Teaching Cues
Scope and Sequence, Mini Unit Plan
Assessment - Master Teacher Behaviors, Observations, Peer Teaching
Fundamental motor skills, Manipulative skills, Movement education, Fitness, Rhythms, and Stunts and Tumbling skills

Assignments/Exams:
Domains Worksheet 10
Movement Education Worksheet 20
Manipulative Skills Worksheet 20
Rhythms Worksheet 20
Games Worksheet 20
10 Day Block Plan 75
Demonstration Worksheet 10
Demonstration Reflection 10
NASPE, DPI Standards 10
Master Teacher Behaviors 10
Lesson Plans 60
Lesson Plan Reflection 10
Attendance 25
Total 300 Points

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

Class Attendance: Students are expected to attend every class. All absences must be cleared before class by contacting the course instructor. Excused absences will be considered on a case-by-case basis and will generally only be offered in situations of debilitating personal illness, serious family emergency, observance of religious holidays, scheduled athletic or other extra-curricular activities in which the student participates. The course instructor will determine if additional assignments are given for unexcused absences.

Right to Modify Syllabus statement
“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).

Academic Integrity statement

The Carroll University Academic Integrity Policy is located in the student handbook—http://www.carrollu.edu/campuslife/shstudenthb.asp?nav=5769. 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 questions about appropriate citations, please ask.

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.”

You will assume the role of physical education instructors and will be expected to dress and act professionally.

Course Outline:

Week 1: Introduction to class/teacher interview
   Elementary Physical Education
   Program Goals/Outcomes of a Quality Program
   Duties of a Teacher
   Ch. 1

Week 2: Physical Activity For Children
   Ch. 2

Week 3: Planning For Quality Instruction
   Qualities of an Effective Teacher
   Introduction to Event Recording
   Ch. 3

Week 4: Improving Instructional Effectiveness
   Curriculum Model and Domains/goals and Program Objectives
   Ch. 4

Week 5: Management and Discipline
   Performance Objectives Psychomotor Domain/Event Recording
   Recording
   Ch. 5

Week 6: Evaluation
   Performance Objective Cognitive Domain
   Ch. 6

Week 7: Children with Disabilities
   Performance Objectives Affective Domain/event Recording
   Midterm Exam
   Ch. 7

Week 8: Ch. 8 – 33 in Pangrazi will be used as a reference for the remainder of the class activities.
   Theories related to Learning
   Ch. 8 – 33

Week 9: Mini Unit Plan Introduction/Design Learning Experience

Week 10: Unit Planning
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Lesson Planning/Event Recording</td>
</tr>
</tbody>
</table>
| 12   | Class Management Procedures  
French and Ratcliffe Handouts |
| 13   | Teach Lessons |
| 14   | Teach Lessons |
| 15   | Review  
**Final Exam** |