Time: MWF, 12:00 to 1:10
Location: Ganfield Gym 100, Ganfield 107
Instructor: Stephen J. Dannhoff
Office Hours: M, W, F 2 - 4
303 Charles House
262/524-7105
sdannhof@carrollu.edu
Final Date Friday, December 20 12:00 pm.

Course Description:
This course is specifically designed for elementary education majors to introduce both the content and techniques for delivery of appropriate school health and physical education programs at the pre-kindergarten to ninth grade level. (Prerequisites – None)

Text: Recommended Not Required


Attire:
Since this is an activity-based class, tennis shoes and clothing that allow 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 the developmentally appropriate physical education lessons.

5. Students 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. Students will be able to employ fundamental learning principles that will have a favorable impact on student health behavior.

8. Students will be able to design and implement developmentally appropriate lessons for both health and physical education using learner-centered approaches.

9. 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.

10. Students will be able to apply various classroom management, demonstration and modeling skills, teaching styles, and instructional evaluation procedures that facilitate an environment conducive to learning.
11. 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 sport skills pre-K thru 9th grade.

12. Students will be able to effectively and appropriately use computer technology in the health and physical education classroom.

**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

**Evaluation – Pass/Fail**
- Attendance 50%
- PE teaching lesson 25%
- Health teaching lesson 25%

**Assignments/Exams**
- Attendance
- PE teaching lesson
- Health teaching lesson

**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

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.”

Course Outline:

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

**Week 2:** Physical Activity For Children

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

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

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

**Week 6:** Evaluation  
Performance Objective Cognitive Domain

**Week 7:** Children with Disabilities  
Performance Objectives Affective Domain/event Recording

**Midterm Exam**

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

**Week 9:** Mini Unit Plan Introduction/Design Learning Experience

**Week 10:** Unit Planning

**Week 11:** Lesson Planning/Event Recording

**Week 12:** Class Management Procedures  
French and Ratliffe Handouts

**Week 13:** Teach Lessons

**Week 14:** Teach Lessons
Week 15:
Review
Final Exam