



THE UNIVERSITY OF UTAH

DEPARTMENT OF EXERCISE & SPORT SCIENCE

ELEMENTARY METHODS ESS 3710/6220
FALL 2015

INSTRUCTOR: Tara Marchinek
CLASS SCHEDULE: Mon/Wed 8:00-10:00am
OFFICE HOURS: M/W 1-2:15 or by appointment

OFFICE: HYPER-N 258
CLASS LOCATION: HYPER-N 226
EMAIL: CANVAS is preferred or
Tara.Marchinek@utah.edu

COURSE DESCRIPTION

This course is designed to help you, an ESS Student, the opportunity to experience teaching within Elementary Physical Education. As a future teacher of physical education for elementary grade children, this course will help you understand, recognize, analyze and demonstrate a range of teaching skills employed by successful (effective) physical educators, and to provide an understanding of the “skill theme approach” to children’s physical education curriculum, based on skill themes, movement concepts and generic levels of skill proficiency. Emphasis will be placed on developing an applied understanding of both “how” and “what” to teach in elementary physical education. Students will teach elementary school students at Lady of the Lourdes School in Salt Lake City. The class will run alongside undergraduates taking elementary methods. This class is an experience of what happens within elementary physical education. After completion of the class, the student (if accepted onto the PETE Program) will be prepared to register for the middle school methods class, then the high school methods class and finish their school experience within an internship.

REQUIRED READING

Graham, Holt, Hale Parker (2011). *Children Moving* 9th Edition. McGraw Hill: San Francisco, CA.

COURSE OBJECTIVES

With your participation, this course intends to provide you, the learner, with the understanding to:

- Describe the national standards for K–12 physical education and provide examples of how the content of Children Moving can be used to reach many of the suggested K–6 guidelines.
- Define and provide practical examples of skill themes, movement concepts, and fitness/wellness concepts.
- Explain the need for generic levels of skill proficiency (GLSP) and how they are used in conjunction with skill themes to build a developmentally appropriate physical education curriculum for children.
- Organize a developmentally appropriate progression for teaching each of the skill themes and movement concepts.
- Identify and provide appropriate movement tasks based on the observed skill level of children.
- Accurately describe an appropriate progression of cues (critical components) based on generic levels of skill proficiency.
- Explain the relationship of games, gymnastics, dance, and content in other subject areas to skill themes and movement concepts.
- Explain the inclusion of fitness and wellness concepts in the curriculum and how fitness concepts differ from fitness activities.
- Identify effective teaching techniques, motivational methods, and effective disciplinary techniques.
- Recognize and describe the important pedagogical skills that are thought to constitute effective physical education teaching and the context in which these skills are (are not) effective.
- Critically analyze and observe the process of teaching and learning in physical activity settings.
- Realistically and accurately reflect on the teaching process and the role of teacher.
- Write developmentally appropriate skill theme lesson plans using a “content development” format (tasks, cues, challenges).
- Develop a plan for involving classroom teachers in physical education instruction that is compatible with the program of the PE specialist.
- Develop and implement practical assessments with children as a way to check for understanding.
- Recognize computer technology as a tool to enhance teaching and learning in physical education.



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- Use the World Wide Web and the telecommunication features of the Internet as a means to enhance teaching and learning in physical education.

COURSE POLICIES

1. **ATTENDANCE & PARTICIPATION:** As a participant in this class you are expected to be an active contributor in the classroom and in the gymnasium.
2. **ALL STUDENTS WILL HAVE PURCHASED A UNIVERSITY OF UTAH PE WARM UP SUIT AND WILL WEAR IT AT ALL LAB SESSIONS AND DURING TEACHING VISITS.**
 - a. In the classroom, students are expected to prepare for class by having read the assigned material **prior** to class, UTE READY RUBRIC, (chapters, articles, and assignment descriptions).
 - b. Students need to be dressed appropriately for activity (loose fitting clothing, and proper gym shoes, **NO FLIP FLOPS OR SANDALS**).
 - c. All assignments are to be submitted by the due date given (see course outline). Assignments can be turned in to the instructor at the beginning of class time on the date they are due (see course outline). **NO LATE ASSIGNMENTS** will be accepted. This means that if you hand in an assignment after 5 pm of the due date, you will receive a "0" as a grade for the assignment.
 - d. All assignments must be typed and written in APA style unless otherwise noted by the instructor. Each assignment must include a cover page with the assignment title, class number, hand in date and name on it. The assignment must be 12-font, double spaced.
 - e. Instant Activity responses will be hand-written on a piece of paper provided by the student and handed in to the instructor at the completion of the activity.
 - f. Emailed assignments (electronic copies) will **NOT** be accepted. All assignments must be turned in as a paper copy.
 - g. All copies of your lesson plans also need to be submitted to ME one week prior to your assigned teaching day.
3. All assignments must be stapled or paper clipped (if applicable). Assignments that are not stapled (when applicable) will incur a point deduction.
4. **CLARIFICATION/QUESTIONS.** Students will consult the instructor during office hours to clarify written assignments, review notes or readings when they are not clear or to discuss overall grades. Please schedule an alternate time to meet if office hours conflict.
5. **RESPECTFUL CLASSROOM.** All students are expected to help create a respectful classroom where every individual feels comfortable contributing and expressing his/her thoughts. **All students must turn off cell-phones prior to the start of class!**
6. **APA REFERENCING FORMAT.** All students are expected to use APA format when referencing material in written assignments. It is expected that all students learned this skill in prior classes. If you are unsure of how to reference material using this format it is your responsibility to refresh your memory!
7. **HAVE FUN AND LEARN!**

POLICY ON ACADEMIC DISHONESTY

The issue of academic dishonesty—which includes plagiarism, cheating, and other forms of misconduct-- serves as a significant problem in higher education. While some forms of cheating do no more than compromise an individual student's integrity, other forms of cheating, most notably plagiarism, constitute a violation of federal law.

Examples of academic dishonesty and plagiarism include:

1. Submitting work taken directly from a book, journal, or other written sources without proper citation.
2. Submitting work directly taken from another student without authorized collaboration.
3. Submitting work as the requirement for more than one course.
4. Submitting uncited work from internet sources (i.e., book reviews, website information).
5. The use of crib sheets or unauthorized reproduction of course examinations, or otherwise consulting class notes or study sheets without instructor consent during an exam.



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For this course, each student is expected to submit work that constitutes his/her own effort, research, preparation, and production. Academic dishonesty will be dealt with in accordance with the guidelines and policies as outlined in the University of Utah Catalog, and will result in action ranging from reprimand from the instructor, to receiving a grade of 'F' in the course, to formal action taken by the university, which could result in being expelled from the school. These actions will be taken upon both to the perpetrator(s) of the offense as well as to any individual who assists another student in violating this policy.

Please note: Intent to deceive does not have to be present to be considered academic dishonesty. Please consult the course instructor if you are unsure of proper citation or assignment guidelines.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act, requires that reasonable accommodations be provided for students with physical, sensory, cognitive systems, learning and psychiatric disabilities. Please inform the instructor during the first week of class to discuss any such accommodations for this course.

ASSESSMENT MEASURES

1. **PARTICIPATION (UP TO 5 PTS. DAILY).** Students will self-evaluate daily on their UTE READY Rubric. Rating will be done during the last 10 minutes of each class. The instructor will also give the student a rating after class based on their participation during class.
2. **INSTANT ACTIVITIES (10 PTS. EACH)/FINAL EXAM (100).** One method of evaluation will be daily instant activities, which are designed to assess understanding and knowledge of material from assigned readings. Instant activities will be administered at the beginning of each class. Instant activities will be given during the entire semester (see course schedule for dates/times). No makeups for instant activities will be administered; however the professor reserves the right to give makeup instant activities for official university absences or in the case of a valid medical emergency. Official written documentation is required for either scenario (*student athletes must provide documentation in advance*). A final comprehensive exam will be given covering the main points covered throughout the course (Chapter readings, supplementary readings (Canvas), lecture notes, practical experiences). See course outline for instant activities/exam dates.
3. **TEACHING PHILOSOPHY PAPERS (10 PTS.)** Each student is required to write a philosophy statement regarding their beliefs about their role as a physical educator within the teaching field of physical education. There will be a rough draft submitted in the early weeks of the semester and a final draft at the end. (See canvas for guidelines and grading)
4. **PEER TEACHING (10 PTS. EACH).** Students will have the opportunity to teach developmentally appropriate (DAP) activities to their peers during the semester (1 time for a 30 minute lesson) - the experience will focus on teaching a skill. Students will be evaluated primarily on their ability to plan, their readiness for the assignment (practice), and the appropriateness of the activity. Details of each teaching experience will be discussed in class and a description will be provided on Canvas.
5. **REFLECTIONS (22 @ 10 PTS. EACH).** Students will complete reflections for when they PEER TEACH, OBSERVE THEIR COLLEQUES LESSONS, AND TEACH A FULL CLASS. Reflections are due within 1 week of their assigned responsibility.
6. **OBSERVATIONS (20 @ 5 PTS. EACH).** Students will complete systematic observations during the peer teachings and Lady of Lords partner/individual teachings.
7. **LESSON PLANS (4 @ 15 PTS. EACH).** Students will design developmentally appropriate lesson plans during the peer teachings and Lady of Lords partner/individual teachings. Each lesson plan will be submitted one week before the teacher is scheduled to teach. (See canvas for template)
8. **FINAL PROJECT: UNIT PLAN (135 PTS.).** The major assessment piece of the course is the completion of a 4-week unit plan within Physical Education at the Elementary level. (See canvas for guidelines and grading)



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Assignment Outline ESS 3710/ 6220

Participation (UTE READY RUBRIC)	5 PTS. DAILY	140 PTS.
INSTANT ACTIVITIES	10 PTS. EACH	140 PTS.
TEACHING PHILOSOPHY PAPERS	9/9 RD, 12/9 FD	10 PTS.
FINAL EXAM	12/16	100 PTS.
PEER TEACHING	10 PTS. EACH	30 PTS.
REFLECTIONS	10 PTS. EACH	220 PTS.
OBSERVATIONS	5 PTS. EACH	100 PTS.
LESSON PLANS	15 PTS. EACH	60 PTS.
FINAL PROJECT	12/9	135 PTS

TOTAL POINTS: 935

GRADING SCALE

Student's final grade in this course will be based on a percentage of total points earned. Grades are not negotiable! Grades will be assigned as follows:

"Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the BEST you are capable of becoming" - John Wooden

Percent	Grade	GPA Equivalent	Percent	Grade	GPA Equivalent
94	A	4.0	74	C	2.0
90	A-	3.7	70	C-	1.7
87	B+	3.3	67	D+	1.3
84	B	3.0	64	D	1.0
80	B-	2.7	60	D-	0.7
77	C+	2.3	59.9	F	0.0



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Week	Date	Topic	Readings	Assignments Due
1	8/24	Introductions for the Course Syllabus, Teaching Philosophy, UTE Rubric		
	8/26	Value and Purpose of PE Skill Theme Approach	Ch 1 Ch 2	Ch1/2 IA
2	8/31	Skill Theme, Movement Concepts, Standards Physical Fitness, Wellness	Ch 3 Ch 4	Ch 3/4 IA TEACHING PHILOSOPHY ROUGH DRAFT
	9/2	Reflective Teaching	Ch 5	Ch. 5 IA
3	9/7	NO CLASS- LABOR DAY		
	9/9	GSLP Planning Sign-up Peer Teaching	Ch 7 Ch 8	Ch 7/8 IA
4	9/14	Establishing a Teaching Environment	Ch 9	Ch 9 IA
	9/16	Maintaining Appropriate Behavior Developing Content	Ch 10 Ch 11	Ch 10/11 IA
5	9/21	Observing Student Responses	Ch 12	Ch 12 IA
	9/23	Instructional Approaches Assessing Student Learning	Ch 13 Ch 14	Ch 13/14 IA
6	9/28	Understanding Your Teaching Lesson Plans Introduce Final Project	Ch 15	Ch 15 IA
	9/30	Peer Teaching – Gym		LP/Ref/Syst.Obs
7	10/5	Peer Teaching – Gym		LP/Ref/Syst.Obs.
	10/7	Peer Teaching – Gym Systematic Observations Sign-up LOL Teaching		LP/Ref/Syst.Obs.
8	10/12	Fall Break-NO CLASS		
	10/14	Fall Break-NO CLASS		
9	10/19	Observaion- LOL		Reflection Systematic Obs.
	10/21	Observation- LOL		Reflection Systematic Obs.
10	10/26	Teaching- LOL Spatial Awareness	Ch 16	LP/Ref/Syst.Obs.
	10/28	Teaching- LOL Movement	Ch 16	LP/Ref/Syst.Obs.
11	11/2	Teaching- LOL Kicking	Ch 24	LP/Ref/Syst.Obs.



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	11/4	Teaching- LOL Throwing/Catching	Ch 25	LP/Ref/Syst.Obs.
12	11/9	Teaching- LOL Throwing/Catching	Ch 25	LP/Ref/Syst.Obs.
	11/11	Teaching- LOL Volleying	Ch 26	LP/Ref/Syst.Obs.
13	11/16	Teaching- LOL Dribbling Hands	Ch 26	LP/Ref/Syst.Obs. .
	11/18	Teaching- LOL Dribbling Feet	Ch 26	LP/Ref/Syst.Obs.
14	11/23	IN CLASS DAY Catch up Work on Final Project		LP/Ref/Syst.Obs. .
	11/25	Thanksgiving- No Class		
15	11/30	Teaching- LOL Skill Themes in Games	Ch 31	LP/Ref/Syst.Obs.
	12/2	Teaching- LOL Skill Themes in Games	Ch 31	LP/Ref/Syst.Obs.
16	12/7	Integrating the ST Across the Curriculum	Ch 32	<u>FINAL PROJECT</u> <u>TEACHING</u> <u>PHILOSOPHY</u> <u>FINAL DRAFT</u>
	12/9	Final Review/Wrap Up Semester		
		FINAL EXAM – WEDNESAY DECEMBER 16.2015 8:00-10:00 AM		

- LOL= Lady of Lords Catholic School
- IA= Instant Activity



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