Course Titles: Teaching Physical Education in the Elementary Schools and Physical Education Practicum (K-6).

Course Prefixes and Numbers: P.E. 320 and 322

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Office Hours: 11:15am-12:30pm Tuesday and Thursday (drop in)
Monday and Wednesday (by appointment only)

Course Descriptions:
320: Designed to provide an in-depth study of the pedagogical knowledge and techniques required to become an effective elementary school physical education teacher.

322: Focuses on the application of knowledge and skills attained in PE 320, PE 321, and PE 323 through the provision of teaching experiences in the public school setting.

Course Rationale:
320: This course is designed to provide the pedagogical content knowledge and skills needed to effectively and efficiently implement a developmentally appropriate elementary school physical education program.

322: This course is designed to provide field-based learning opportunities that include specific content knowledge and pedagogical content skill objectives developed by the teacher educator and the inservice physical education teacher.

Prerequisites:
Junior standing with a declared major in physical education.
An over-all GPA of 2.4 or higher
An ACT score of 21 or passing of (or registration to take this semester) Praxis I or an equivalent exam.

Required Texts:

Course Objectives and Assessment: The course activities, experiences, assignments, and sequence are intended to provide opportunities for class members to accomplish the following objectives. Assessment will consist of written examinations, individual and group classroom projects, evaluation of teaching skills, and term projects.
The student should:
A. Demonstrate an understanding of the role of Physical Education in the Elementary School.

B. Demonstrate an understanding of fundamental locomotor, nonlocomotor and manipulation skills.

C. Demonstrate an understanding of the movement concepts.

D. Demonstrate an understanding of health-related physical fitness concepts and activities.

E. Demonstrate an understanding of developmentally appropriate elementary school physical education activities.

F. Demonstrate the ability to develop a progressive sequence of developmentally appropriate movement tasks.

G. Demonstrate the ability to generate developmentally appropriate physical education curriculum materials that are sensitive to student diversity and inclusion issues (e.g. unit and lesson plans).

H. Demonstrate an understanding of a variety of assessment techniques.

I. Relate an understanding of classroom management techniques to the instructional setting.

J. Demonstrate the ability to utilize, in a consistent manner, instructor selected observation instruments designed to assess classroom management skills.

K. Appropriately identify and apply classroom management techniques in an instructional setting.

L. Develop lesson plans using the format presented in class, to be used while completing the public school teaching requirement.

M. Critically observe and analyze the process of teaching and learning in elementary physical education settings.

N. Correctly employ systematic observation as a method for accurately evaluating one’s own teaching and the teaching of his/her peers.

O. Effectively combine pre-impact, impact, and post-impact skills (i.e. planning, implementation, and reflection).

Critical Student Performance: These may include, but will not be limited to, work samples involving unit and lesson planning capabilities, critical analyses of
curriculum materials utilized in a field-based instructional setting, reflection papers, teaching experience and other experiences deemed relevant by the instructor.

**Course Disposition Statement:** This course is included in the elementary block which is an integration of course content that involves curriculum, pedagogy, practicum and adaptive physical education (i.e. taken concurrently PE 320, PE 321, PE 322, and PE 323). Many of these experiences take place in a public school setting in hopes of providing a more stimulating and meaningful educational experience.

**Instructional Methods and Activities:** The instructor will utilize, but not be limited to, instructional techniques involving class lectures, labs, student projects, written assignments, clinical experiences, and field experiences.

**Special Instructional Materials:** These may include, but not be limited to, computer/printers, software, camcorders, wireless microphones, VCRs and monitors.

**Course Topics:** General course topics include the following:

- Role of Physical Education in the Elementary School
- National Standards for Physical Education
- KERA Goals and Academic Expectations
- Wellness and Health Related Fitness Concepts
- Generic Levels of Skill Proficiency
- Curriculum Development Strategies and Techniques to Include KERA’s Program of Study

**KERA Elements Addressed:**
- A. KERA Goals and Academic Expectations
- B. KERA Program of Studies

**Grading/Evaluation: PE 320**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>A=90-100</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
<td>B = 80-89</td>
</tr>
<tr>
<td>Group Projects</td>
<td>10%</td>
<td>C = 70-79</td>
</tr>
<tr>
<td>Outside Assignments</td>
<td>20%</td>
<td>D = 64-69</td>
</tr>
<tr>
<td>Teaching/Lesson Plans/ Evaluation</td>
<td>30%</td>
<td>F = 63 and below</td>
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**PE 322:** Evaluation based solely on teaching/lesson plans/evaluations. An assessment instrument will be introduced prior to this experience. The grading scale above will be used.

**Plagiarism Policy:** To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.
**Attendance Policy**: The nature of the block courses requires that all students be present and fully participating during all class meetings and assigned teachings. Missing an exam or teaching assignment requires a medical note for make-up. If an illness or university related business requires you to miss more than 15% of the class meetings, the matter shall be directed through the WKU office of student affairs.

The following will result in the lowering of your grade by one letter:

1. **More than two absences. Arriving late to class is unacceptable.** Show up late twice and that will equal one absence.
2. **Failure to attend practicum experiences without making a phone call to; (a) the school’s physical education teacher, (b) your teaching partner, and (c) your university supervising teacher. You must also show a written doctor’s note or documented personal emergency.**

**Disregard of these policies will result in a consultation with the university supervisor and possible dismissal from the block with a grade of “F”**.

**Disability Accommodations Statement**:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Criminal check, TB test, and a health screening is required prior to any work in the schools. Additional information is available in Tate Page Hall Room 408.**