Curriculum and Pedagogy in Elementary Health and Physical Education  
(Primary/Junior) 5172 Q/S  
Day(s) Time(s): Monday 4:30, Tuesday 4:30  
Monday 6:30, Tuesday 6:30  
Room # 1062D Gymnasium

Instructor:  
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Course Coordinator:  
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Calendar Copy:  
An examination and application of instructional methodologies, teaching strategies,  
assessment and evaluation and proven teaching techniques in Elementary Physical  
Education. Classroom management in the gymnasium will be a key focus throughout  
the course. Class will be two hours per week, for five classes of each term 1 (Fall) and  
term 2 (Winter), for a total of 10 weeks. All assignments must be completed with a  
passing grade (50%).

Course Description:  
A focus on the current Ontario Grades 1-8 Physical and Health Education Curriculum, 2010,  
(Revised) which includes the three strands imbedded within: Healthy Living:  
Understanding Health Concepts, Making Choices and Making Connections for  
Healthy Living; Movement Competence Skills, Concepts and Strategies; and Active  
Living: Participation, Fitness and Safety. Teacher candidates are expected to come  
ready to participate in an active classroom setting. Appropriate attire for movement
participation is expected. It is also expected that students will refer to the course OWL site frequently for all updates and course information.

It is the purpose of this course to help you understand what it means to be a teacher and to contribute to your growth as a professional. Course content will include the following Ontario College of Teachers Standards of Practice:

1. Commitment to students and student learning
2. Professional knowledge
3. Teaching practice
4. Leadership and community
5. Ongoing professional learning

It is the intent of this course that you will increase your understanding of pedagogical knowledge and selected areas of theoretical knowledge, and that you will improve your skills associated with the teaching and learning process in elementary physical education. You are encouraged to create a positive teaching/learning environment when working with your peers this year. This course provides an opportunity to affect the life long healthy living habits of children.

Learning Outcomes:

* gain a working knowledge of the Ontario Grades 1-8 Health and Physical Education Curriculum document and apply it to the primary and junior grades.
* understand physical education in the 21st century classroom as it relates to inquiry based learning
* understand the importance of, and engage in, reflection of practice.
* understand and engage in the design of effective assessment and evaluation ‘for, as, and of’ learning in physical education.
* understand the application and importance of a safe and equitable physical education environment.
* understand and implement strategies that will enhance engagement, enjoyment, and motivation of a physical education program.
* understand the structure, format, and planning of a physical education year long, unit and lesson plan.
* understand the development of skill progressions appropriate to the students’ needs, grade level and abilities.
* understand physical literacy and how it applies to the elementary physical education platform.
Course Content:

*The role and function of an elementary physical education teacher.
*Characteristics of a quality physical education program.
*Primary/Junior physical education in Ontario.
*Inquiry based learning in physical education
*Assessment and Evaluation and how it pertains to the elementary physical education program in Ontario.
*Year long planning, unit planning, and daily lesson planning of a physical education program.
*Motivation, engagement, and enjoyment in a physical education program.
*Inclusivity in a physical education program
*Reflective practice

Course Materials:

There are no materials that need to be purchased for this course. Recommended readings and required resources are listed below and available online in the library at Western. Any supplemental reading will be posted in OWL.

• Ministry of Education & Training (2010 Revised). The Ontario Curriculum, Grades 1-8 Health and Physical Education. Interim Edition, Queen’s Park, Toronto. (available online only)
• The Ontario Curriculum Grades 1-8: Health and Physical Education. Retrieve at: http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html
• Growing Success document. Retrieve at: https://edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
• Ontario College of Teachers – Ethical Standards/Standards of Practice. Retrieve at: www.oct.ca/-/media/PDF/Standards%20Poster/standards_flyer_e.pdf

Supplementary Readings:
The following journals will be useful for your studies in Health and Physical Education. They can be found in the Education library.
• The Relay
• Physical Health Education Journal

In addition, you may wish to visit the Internet locations listed.
• OPHEA • www.ophea.net/
Assignments and Other Course Requirements:  | Weight  | Due date
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Physical Education lesson planning | 40% | Feb. 7, 2017
DPA group presentation (in class) | 20% | ongoing
Health Resource research | 20% | Nov. 15, 2016
Participation & Reflective practice (in class) | 20% | ongoing

Assignment guidelines in brief:

**Lesson Planning (40%), due February 7th, 2017:** The purpose of this assignment is to develop and refine your ability to plan skills and activities that will be a vital part of your elementary school physical education program. You will develop (a) an overview of an elementary school physical education program (grade choice is yours to choose from 1 through 8). Make sure you include a rationale for the activities, timing, and organization you describe in your yearly plan; (b) an overview of a unit (approx. 3-5 week) plan in the grade/skills you have chosen with a brief rationale; (c) one long form lesson plan complete with expectations from the Ontario Grades 1-8 Physical Education Curriculum, 2010 (revised); and (d) at least one assessment tool to be used within the lesson. Keep in mind a focus of how Inquiry Based Learning and Inclusivity can be included. Submission through OWL.

**DPA (20%), ongoing term 1:** The purpose of this activity is to provide you with the opportunity to practice and reflect upon teaching a quality daily physical activity within the classroom. You and your group members will be expected to teach a DPA lesson, complete with warm-up activity, lesson, cool down and reflection. This presentation will be approximately 20 minutes in length, excluding a Q&A session with the class. Class time will be provided to prepare and present. (10%) Each group member will submit a written report through OWL, with a description the activities you presented and a brief/concise reflection of the learning, maximum 500 words. Individual submissions will be due no later than one week after you present to the class. (10%) Presentations will occur in weeks 4 and 5.
**Health Resource (20%), due November 15th, 2016:** During week two of the course, the London-Middlesex Health Unit will share many resources to support you in the preparation of your Healthy Living and Active Living strand of the *Ontario Grades 1-8 Physical and Health Education Curriculum, 2010 (revised)*. In this assignment you will choose two resources (one for active living and another for healthy living) that you feel will support you as a teacher as you teach Health Education. You will prepare a brief overview of the resource and explain how these resources will assist you in your practice. Be clear to indicate the grade level and expectations you believe these resources to cover from the *Ontario Grades 1-8 Physical and Health Education Curriculum, 2010 (revised)* document. Please note, the resources you choose do not have to come from the presentation in week two. You are encouraged to visit the on-campus library and search through resources listed in this syllabus. Maximum length per resource is 500 words. (10% each resource, for a total of 20%). Submission through OWL.

**Participation & Reflection (20%), ongoing:** Full participation and professional commitment is essential for success in this course as it has been created with kinesthetic learning in mind. Many activities and learning will occur through modeling, discussion, interaction and reflection. You are expected to be present at all classes and contribute to the learning environment. There are no make-up classes as the schedule does not allow for this to occur. Please see the attendance policy below for further details regarding missed classes.

Each week you are required to reflect, using your critical thinking skills, on your learning. After each class you will write a reflection based on the days’ lesson(s) presented in class. A brief and concise written component will be completed in class and submitted. Class time will be provided. Submission at the end of each class.

**Additional Information:**

- Week 1 Introductions, syllabus, Co-operative games
- Week 2 Health Unit presentation (we will be meeting in a classroom-see OWL for location), Fitness
- Week 3 Throwing and Catching, Inquiry Based Learning
- Week 4 Hitting and Striking, Territory, QDPA presentations
- Week 5 Unit Planning, Co-operative games, QDPA presentations

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- Week 6 Bouncing, Net/wall activities, Assessment and Evaluation
Week 7 Target games, TGFU, Kindergarten program, Inclusivity

Week 8 Sending and Receiving

Week 9 Balance and Stability, Fitness

Week 10 Elementary Track and Field

**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: [http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf)

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an **unexcused** absence. **Three unexcused absences** will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of **2%** per day, and will not be accepted more than **5** days after the due date unless prior arrangements have been made with the instructor.

**Academic Offences:** Scholastic offences are taken **very seriously** in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else’s **words** or **ideas** as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. **Advice about plagiarism and how to avoid it can also be found here:** [http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf](http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf)
Plagiarism-Checking:
a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)
b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on 'vibrate' or turn it off during class. Laptop(s) and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

SUPPORT SERVICES

A variety of support services are available at Western.
If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166