B.Ed. Course Outline

Curriculum and Pedagogy in Elementary Health and Physical Education
(Primary/Junior/Intermediate) 5172 Q/S

Day(s) Time(s): Monday 2:30, Tuesday 4:30, **(J/I) Wednesday 2:30, Thursday 2:30, 4:30

Gymnasium

Instructor: Norma J McMillan,
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nmcmill6@uwo.ca

Course Coordinator: Dr. Margaret McNay
519-661-2111, ext 88558 mmcnay@uwo.ca

Calendar Copy:
A focus on the content and teaching of the three strands of the Health and Physical Education Curriculum: Active Living, Movement Competence, and Healthy Living. Links to other subjects and the application of skills to life experiences are emphasized. Teacher candidates are expected to be involved actively in each class. (.25 credit)

Course Description:
A focus on the current Ontario Grades 1-8 Physical and Health Education Curriculum, 2015, (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. Classroom management in the gymnasium will be a key focus throughout the course. Class will be two hours per week, for five classes of term 1 (Fall) and 4 classes of term 2 (Winter), for a total of 9 weeks. All assignments must be completed with a passing grade (50%).

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.
*model and promote regular, healthy physical activity in all children.

**Course Content:**

*The role and function of an elementary physical education teacher.
*Characteristics of a quality physical education program.
*Primary/Junior/Intermediate 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 and in the library at Western. Any supplemental reading will be posted in OWL.

- Ministry of Education & Training (2015 Revised). The Ontario Curriculum, Grades 1-8 Health and Physical Education. Queen’s Park, Toronto. (available online only)
- Growing Success document. Retrieve at: [https://edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](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](http://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/](http://www.ophea.net/)
- PHE Canada.ca (CAPHER)
- edu.gov.on.ca
- [http://pecentral.org/](http://pecentral.org/)
- [http://playsport.net](http://playsport.net)
- Middlesex-London Health Unit (519-663-5317), 50 King Street, London, ON N6A 5L7

<table>
<thead>
<tr>
<th>Assignments and Other Course Requirements</th>
<th>Weight</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>DPA group presentation (in class)</td>
<td>10%</td>
<td>ongoing term 1 &amp; 2</td>
</tr>
<tr>
<td>Participation &amp; Critical Thinking (in class)</td>
<td>45%</td>
<td>ongoing term 1 &amp; 2</td>
</tr>
<tr>
<td>Lesson Planning (LRP, daily plan, Assessment tool)</td>
<td>25%</td>
<td>Jan. 12, 2018</td>
</tr>
<tr>
<td>Arts and HPE Philosophy of Education</td>
<td>20%</td>
<td>Jan 29-Feb. 1, 2018</td>
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Assignment guidelines in brief:

**DPA (10%), ongoing term 1 & 2:**

The purpose of this activity is to provide you with the opportunity to practice and think critically 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. Sign up for groups will occur in week 1 and 2. Presentations will occur beginning on week 3 through to week 9. This is a group activity consisting of 4 members. Each member is expected to contribute equally to the learning and sharing process (one to lead the warm up portion, one to lead the cardio activity, one to lead the cool down, and one to facilitate and lead the Q & A session).

**OR**

Submit a written report to the Instructor, with a description the activities that were presented by your peers (describe the warm-up, cardio, cool down) and a brief/concise reflection of the learning (positives, what you might change, thoughts you may have on the process, value of DPA in classrooms, purpose of PPM 138), with a maximum of 500 words. Individual submissions will be due no later than February 1st, 2018.

**Participation & Critical Thinking (45%), 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 critical thinking. You are expected to be present at all classes and contribute to the learning environment. If you are absent from a class with excused permission, you are responsible for notifying the instructor for make up work. 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.

9 classes at 5% each class=45%.

**Lesson Planning (25%), due week of Jan. 9, 2018:**

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. Detailed instructions will be provided in class.
You will develop (b) one long form lesson plan complete with expectations from the *Ontario Grades 1-8 Physical Education Curriculum, 2015 (revised)*. This lesson plan will include, but not be limited to: grade/division chosen, focus area (example: sending and receiving/soccer), lesson length (the timing), learning goals (overall purpose of the lesson), success criteria (what will you be ‘looking for’), equipment needed, safety considerations, minds on (warm up), lesson, and cool down;

and (c) at least one assessment tool to be used within any single lesson.

Keep in mind a focus of how Inquiry Based Learning and Inclusivity can be included. Submission through OWL and PAPER COPY to instructor.

**Combined Final Assignment for Curricular Areas Studied: Philosophy of Teaching (20%), due final week of Jan. 29th, 2018 classes.**

A teaching philosophy is a personal and reflective statement about your ideas, beliefs and attitudes about teaching and learning. This assignment asks you to reflect on your imagined future as an Arts (Dance, Drama, Music, and Visual Art) and Health and Physical Education educator. Teacher candidates will apply their evolving philosophy of teaching, first developed in Social Foundations during year one, to the curricular areas being studying in year two. It is expected that connections will be made between the teacher candidate’s general teaching philosophy and their emerging philosophies within The Arts (Dance, Drama, Music, and Visual Art) and Health and Physical Education, which will include using the related curriculum documents and readings/research to support their views.

Questions that you might consider when developing your current philosophy of teaching are as follows (as a general overview and specifically to the various arts subjects and HPE). Please note: you are NOT required to answer every question.

- What does good teaching look like, sound like, and feel like? (e.g. what does it mean to be a teacher, how do you view your students as individuals and as a collective group of people, what is your pedagogical approach, how do you support the diverse needs of your students, what do you believe in . . . )
- How do you view your position as a teacher in the classroom? (e.g. mentor, guide, trusted leader, partner in learning, collaborator, constructivist).
- What is deeply important to you as an educator and why? (e.g. creating an inclusive classroom environment, building community, culturally responsive pedagogy, social justice and activism, education with a call to action . . .)
- How do you envison Dance, Drama, Music, Visual Art, and Health and Physical Education as an integral part of education and for whole learning?
- What strategies might you use to demonstrate evidence of effective teaching in Dance, Drama, Music, Visual Art, and Health and Physical Education?
● How will you create a classroom climate that supports a positive attitude towards The Arts and HPE (e.g. through problem-solving, inquiry based exploration and learning, exposure to multiple viewpoints of a subject . . .)

● How will your students feel included in Dance, Drama, Music, Visual Art, and HPE regardless of their previous experience, proficiency, and/or knowledge (e.g. cultural exploration in The Arts and HPE, assessment that supports varying degrees of ability, teaching strategies that support cooperation . . .)

● How do you view the roles and responsibilities of teachers, students, and community partners in The Arts and HPE?

● How will you ensure successful integration of The Arts and HPE into your overall teaching in the future (e.g. professional development, lifelong learning, commitment to whole student learning . . .)

You can refer to these questions OR create a statement thinking through answers to your own questions. This reflection is to be approximately 1250-1500 words or 5-6 pages (excluding any references).

This assignment is weighted at 20% of the overall grade in EACH of The Arts courses (Dance and Drama, Music, and Visual Art) as well as Health and Physical Education. In other words, you are only required to write and submit ONE final assignment to be graded for all four curricular subject classes.

Assignment Due Date: Hard copies (in class) AND electronic copies (on OWL for Turnitin) are due the week of January 29 - February 1 for EACH of your curriculum classes. In other words, you will be required to print four hard copies (one each for Drama/Dance, Music, Visual Art, and HPE) and upload an electronic copy on OWL for all four of your curricular subjects.

Assignment Guidelines are as follows:

● General requirements: Submitted for grading on time, meets word count requirement (must be at least 1250 words), double-spaced, 12pt, your name, student number, date of submission, instructor name, and title of assignment. (1 point)

● Writing/presentation requirements: Consistent and proper use of APA (or other) citation/ referencing format, conventional sentence structure, attention to grammar and spelling, and general flow of writing for clarity. (1 point)

● Philosophy Context/Content: Summarizes your general philosophy of teaching (based on work done in Social Foundations in Year 1) in 250 - 500 words (1.5 points) and details your specific philosophy of teaching in each of the curricular areas (Dance/Drama, Music, Visual Art, and Health and Physical Education) in 250 - 300 words each (4 points per curricular subject).* Full points will be considered if you are able to cite supporting information from the related curriculum documents (per subject), pertinent course reading/materials assigned by your various instructors, and any research you may have conducted on your own. Your philosophy of teaching must also provide a one paragraph concluding statement (0.5 points).
*Detailed philosophy of teaching breakdown (4 points per curricular subject):

- Philosophy of teaching in your own words: **2.5 points**
- Supporting documents (curriculum, course readings/material, etc.): **1.5 points**

**Philosophy of Teaching Assignment Evaluation Summary**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Available</th>
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</thead>
<tbody>
<tr>
<td><strong>General Requirements</strong> (submitted on time, meets word count, double-spaced, 12pt font, name, student number, date of submission, instructor name, title)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Writing/Presentation Requirements</strong> (consistent and proper use of APA or other academic format, citation/referencing format, conventional sentence structure, attention to grammar and spelling, and flow of writing for clarity)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Philosophy Context/Content</strong></td>
<td>1.5</td>
</tr>
<tr>
<td>Summarize your general philosophy of teaching in 250 – 500 words</td>
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<tr>
<td>Details of your specific philosophy of teaching in each of the curricular areas in 250 – 300 words (philosophy in your own words 2.5 &amp; supporting documents 1.5 = 4):</td>
<td></td>
</tr>
<tr>
<td>Drama / Dance Education</td>
<td>4</td>
</tr>
<tr>
<td>Music Education</td>
<td>4</td>
</tr>
<tr>
<td>Visual Art Education</td>
<td>4</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Concluding Statement</td>
<td>0.5</td>
</tr>
</tbody>
</table>

**TOTAL: 20**

*Assignment Comments/Feedback and Grade:* Your Philosophy of Teaching comments and grade will be submitted on OWL. However, if you wish to receive detailed feedback on your hard copy submission, please provide a self-addressed and stamped envelope and your four papers (from each of your instructors) will be returned to you by mail.
Additional Information:

Week 1 Introductions, syllabus, Co-operative games
Week 2 LRP, Fitness
Week 3 Throwing and Catching, Inquiry Based Learning, QDPA presentations
Week 4 Hitting and Striking, Territory, QDPA presentations
Week 5 Health Unit, QDPA presentations

Week 6 Bouncing, Net/wall activities, Assessment and Evaluation, QDPA presentations
Week 7 Target games, TGFU, Kindergarten program, Inclusivity, QDPA presentations
Week 8 Sending and Receiving, QDPA presentations
Week 9 Balance and Stability, Fitness, QDPA presentations

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/teacher-education/docs/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 online:  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/teacher-education/docs/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/preservice/downloads/Plagiarism%20Policy.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. Lap tops 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 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131