EDUC 5172 Curriculum and Pedagogy in Elementary Health and Physical Education
Monday 4:30, Wednesday 4:30 (FALL SESSION)
Monday 4:30, Tuesday 4:30, Wednesday 4:30 (WINTER SESSION)
Room # 1062D Gymnasium

Instructor: Norma J McMillan, BPHE, B Ed, M Ed
Room 1062D, ext. 88684
nmcmill6@uwo.ca
Office Hours: after class by appointment only. Room 1062D office

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, along with inclusion and safety of students. Class will be three hours per week, for six classes of term 1 (Fall) OR term 2 (Winter). 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. No sandals, flip flops, bare feet or boots. It is also expected that students will refer to the course OWL site frequently for all updates and course information. I will also use Remind App which allows communication via text or email. Download the app, use @phe2019 as your code to gain access to my account.

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:

**During the six weeks of the course, students will:**
*Gain a working knowledge of the Ontario Grades 1-8 Health and Physical Education Curriculum document and apply it to the primary, junior or intermediate grades.
*Demonstrate an understanding of the importance of, and engage in, reflection of practice.
*Engage in the design of effective assessment and evaluation ‘for, as, and of’ learning in physical and health education.
*Demonstrate an understanding of the structure, format, and planning of a physical education year long plan and single lesson plan.

**By the completion of the course, students will:**
*Demonstrate an understanding of physical and health education in the 21st century classroom as it relates to inquiry-based learning.
*Demonstrate an understanding of the application and importance of a safe, equitable and inclusive physical and health education environment.
*Demonstrate an understanding and implement strategies that will enhance engagement, enjoyment, and motivation of a physical education program.
*Demonstrate an understanding of PPM 138 as it relates to daily physical activity in the elementary classroom.
*Demonstrate an understanding of the development of skill progressions appropriate to the students’ needs, grade level and abilities.
*Demonstrate an understanding of physical literacy and how it applies to the elementary physical education platform.
*Understand the importance of modelling and promoting regular, healthy physical activity in all children.
*Demonstrate an understanding of the importance of delivering current information as it pertains to mental health, sexual health, healthy relationships, and emotional health in the elementary classroom.

Course Content and Activities:
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, syllabus, Co-operative games</td>
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<tr>
<td>2</td>
<td>Guest lecture-new teachers Q&amp;A, Sending &amp; Receiving, Target, DPA prep</td>
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<tr>
<td>3</td>
<td>Week 3 Health Unit presentation, Net/Wall activities, Territory Games, DPA prep</td>
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<tr>
<td>4</td>
<td>Guest Lecture-Dr. Scheepstra Health Curriculum, Throwing and Catching, Balance and Stability, Fitness</td>
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<tr>
<td>5</td>
<td>TGFU, Unit Planning, DPA presentations</td>
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<tr>
<td>6</td>
<td>Hitting and Striking, Assessment and Evaluation, DPA presentations</td>
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Throughout the course: Inquiry Based Learning, Kindergarten program, Inclusivity

*The role and function of an elementary physical education teacher.
*Characteristics of a quality physical education program.
*Primary/Junior/Intermediate physical and health education in Ontario.
*Inquiry based learning in physical and health education
*Assessment and Evaluation and how it pertains to the elementary physical education program in Ontario.
*Year long planning and daily lesson planning of a physical education program.
*Motivation, engagement, and enjoyment in a physical education program.
*Inclusivity in a physical or health education program
*Practice teaching through presentation and 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)
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, it is highly recommended that you visit the Internet locations listed.
- OPHEA (Ontario Association of Physical and Health Association)  www.ophea.net
- OASPHE (Ontario Association for Support of Physical and Health Education)  www.oasphe.ca
- CAPHER- Canadian Association for Physical and Health Education and Recreation)  www.phcucana.ca
- CIRA (Canadian Intramural and Recreation Association)  www.ciraontario.com
- edu.gov.on.ca (curriculum documents)
- http://pecentral.org/
- http://playsport.net
- http://www.educationworld.com/pe_health/

Resources:
- Middlesex-London Health Unit (519-663-5317), 50 King Street, London, ON N6A 5L7

Assignments and Other Course Requirements:

Your weekly in class assignments (critical reflections) are created to support and develop a further understanding of physical and health education as it relates to curriculum and pedagogy. The purpose of work throughout the course is to provide you with all of the ‘tools’ necessary to deliver the current Ontario Grades 1-8 Physical and Health Education Curriculum, 2015, (Revised). You will focus on 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, along with inclusion and safety of students. As you approach the conclusion of the course, you will have started to develop a teaching philosophy in physical and health education.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Participation &amp; Critical Thinking (in class)</td>
<td>60%</td>
<td>Ongoing throughout course</td>
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<tr>
<td>Lesson plan, Daily Physical Activity (DPA) presentation, reflective practice</td>
<td>30%</td>
<td>Week 5 and 6</td>
</tr>
<tr>
<td>HPE Philosophy of Education</td>
<td>10%</td>
<td>Last class of term</td>
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Assignment guidelines:
**Participation & Critical Thinking (60%), ongoing:**

Full participation and professional commitment are 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.

You will be required to complete an entry and/or exit ticket at each class. At the completion of 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. You will earn **up to 5%** for 6 classes equalling 30%. You will earn **up to 5%** for participation in each class that you attend, for a total of 30%. Should you be physically unable to participate, you must discuss with instructor ahead of time. Make up assignments will be available as you attend class. Submission at the end of each class.

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.

**Lesson planning (10%), DPA group presentation (10% in class), critical thinking reflective practice (10%)**  TOTAL 30%

The purpose of this activity is to: provide you with the opportunity to practice planning and thinking critically upon presenting/teaching a quality daily physical activity (DPA) within the classroom; as a vital part of your elementary school physical education program.

Sign up for groups will occur in week 1 and 2. Presentations will occur on week 5 and 6. This is a group activity consisting of up to 10 members. Each member is expected to contribute equally to the learning and sharing process (examples: leading the warm up portion, leading the cardio activity, leading the cool down, facilitating and leading a Q & A session, lesson plan write-up, written reflective (see details below) including the value of DPA in classrooms and purpose of PPM 138, assessment tool use).

(10%) You and your group members will be expected to teach a DPA lesson, complete with warm-up activity, lesson, cool down and reflection. You will also lead a Q&A session to consolidate learning (you are the teacher and your peers are your students). This entire presentation will be approximately 10-20 minutes in length. Class time will be provided to prepare and present. Keep in mind a focus of how Inquiry Based Learning (IBL), Differentiated Instruction (DI) and Inclusivity (physical and/or cultural) can be included.
(10%) You will develop and write up one lesson plan, based on your DPA presentation, complete with a minimum of 2 expectations from the Ontario Grades 1-8 Physical Education Curriculum-Movement competence, 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 at least one assessment tool to be used with this lesson. Your group will submit one completed assessment tool that will be completed by a group member during the presentation of your DPA lesson. One blank assessment tool will also be included with your submission.

(10%) Each group will be responsible for submitting a written rationale report along with the lesson plan and assessment tool(s), with a concise reflection of the learning, maximum 500-750 words.

Your rationale will include (but not limited to):

1. Activity/game title, brief intro/overview of the activity taught, appropriateness of activity for the elementary classroom.

2. Thinking and critical reflection on the presentation. e.g. aim/goals, other connections (curricular), interaction/engagement, participation (group/participants), feedback provided ‘as’ learning, strengths/weaknesses of the group and the process.

3. Effective and relevant thoughts about the DPA lesson/process (PPM 138), organization, concise, grammar, spelling, punctuation, proofread APA as needed.

Submission through OWL (Turnitin) and PAPER COPY to instructor.
GROUP MEMBERS NAMES MUST BE ON COVER PAGE.

**DUE DATE: Last in-class session.**
Written feedback will be provided on your paper copy and will be available for pick up at a predetermined time after the course is complete. Also, final grade will be available on OWL.

All Rubrics posted on OWL.
Please note plagiarism consequences below.
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 a physical and health education educator. Teacher candidates will communicate their evolving philosophy, which has developed and expanded throughout this course. It is expected that connections will be made between the teacher candidate’s personal reflections of physical and health education and curriculum documents, course readings/materials, and/or class discussions to support their teaching philosophy.

Questions that you might consider when developing your current philosophy of teaching are as follows (as a general overview and specifically to physical and health education). 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 envision physical and health education as an integral part of education and for whole learning?
* What strategies might you use to demonstrate evidence of effective teaching in physical and health education?
* How will you create a classroom climate that supports a positive attitude towards physical and health education (e.g., through problem-solving, inquiry based exploration and learning, exposure to multiple viewpoints of a subject . . .)
* How will your students feel included in physical and health education regardless of their previous experience, proficiency, and/or knowledge (e.g., cultural exploration, 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 physical and health education?
* How will you ensure successful integration of physical and health education into your overall teaching in the future (e.g. professional development, lifelong learning, commitment to whole student learning, and so forth)

You can refer to these questions OR create a statement thinking through answers to your own questions. This reflection is to be approximately 500-750 words or 2-3 pages (excluding any references).
Assignment Guidelines are as follows:

* General requirements: Submitted for grading on time, meets word count requirement (must be at least 350 words), double-spaced, 12pt, cover page that includes: 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)
* Introduction/Conclusion: Your philosophy of teaching must provide a clear introduction and concluding statement (2 points).
* Philosophy Context/Content: Details your specific philosophy of teaching in physical and health education in 500-750 words. You must also cite supporting information from the related curriculum documents, pertinent course readings/materials, class discussions, and/or any research you may have conducted on your own. A minimum of two sources must be cited. (5 points)
* Reference List: A properly formatted reference list of sources cited must be included. (1 point)

TOTAL: 10

Submission through OWL (Turnitin) and PAPER COPY to instructor.
Please note plagiarism consequences below.

**DUE DATE:** Last in-class session.
**Written feedback will be provided on your paper copy and will be available for pick up at a predetermined time after the course is complete. Also, final grade will be available on OWL.**

**Philosophy of Teaching Assignment Evaluation Summary**

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>General Requirements (submitted on time, meets word count, double-spaced, 12pt font, cover page that includes: name, student number, date of submission, instructor name, title)</td>
<td>(1)</td>
</tr>
<tr>
<td>Writing/Presentation Requirements (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>Introduction and Concluding Statement</td>
<td>(2)</td>
</tr>
<tr>
<td>Philosophy Context/Content Details of your specific philosophy of teaching in physical and health education in 500-750 words, including a minimum of two cited sources to support your philosophy</td>
<td>(5)</td>
</tr>
<tr>
<td>Reference List</td>
<td>(1)</td>
</tr>
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</table>
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 on-line at http://www.edu.uwo.ca/teacher-education/docs/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 10% 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: https://www.edu.uwo.ca/teacher-education/docs/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking:

1. 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.

### Western SUPPORT 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:** http://www.uwo.ca/uwocom/mentalhealth/