



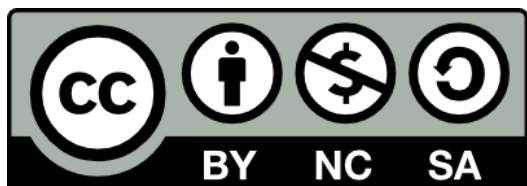
## COURSE OUTLINE

**EPE 310**  
**PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**  
**3 CREDITS**

PREPARED BY: Shelby Adams, Instructor  
DATE: December 4, 2020

APPROVED BY: Name, Title  
DATE:

APPROVED BY SENATE:  
RENEWED BY SENATE:



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

## **PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**

**INSTRUCTOR:** Shelby Adams

**OFFICE LOCATION:**

**E-MAIL:** sadams@yukonu.ca

**TELEPHONE:** 1-306-575-7897

**OFFICE HOURS:** By Appointment

**CLASSROOM:** Online via Zoom

**TIME:** 1:00 pm-3:10 pm

**DATES:** Wed. Jan. 6<sup>th</sup>- April 7<sup>th</sup>, 2021

### **COURSE DESCRIPTION**

This course is designed specifically for student teachers preparing to teach physical education to Elementary students. The course focuses on an overview of curriculum content, teaching methods, assessment and evaluation and learning resource materials and their application in teaching physical education in the context of schools and society today.

### **PREREQUISITES**

None.

### **RELATED COURSE REQUIREMENTS**

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

<b>Requirement</b>	<b>Windows-based PC</b>	<b>Apple Mac/macOS-based PC</b>
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

### **LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

1. Purposefully reflect and analyze previous Physical Education experiences critically and contextually.
2. Exhibit personal responsibility for individual growth as an elementary Physical Educator and demonstrate group accountability for the successful outcome of this course.
3. Identify and utilize effective teaching strategies and instructional methods pertinent to planning, managing, and evaluating elementary school Physical Education programs.
4. Demonstrate independent learning and a desire to inquire about knowledge gained through assigned readings, discussion forums, and assignments.
5. Identify and reflect on contemporary Physical Education issues.
6. Develop a comprehensive understanding of the philosophical framework of British Columbia's Physical Education curricula with an emphasis on the elementary (K – 8) grades.
7. Develop an awareness of various instructional and differentiation strategies that will support and engage all students, especially vulnerable populations such as Indigenous, students with exceptionalities and/or special needs, and students that have experienced trauma.
8. Understand and apply the "*First Peoples Principles of Learning*", Indigenous perspectives, and Aboriginal ways of knowing-and-learning as they apply to Physical Education.
9. Examine and apply a variety of formative and summative assessment strategies for the purpose of effective planning, teaching, and learning for the elementary grades.
10. Demonstrate thoughtful curriculum-based planning for learning by utilizing a backwards-design model to create a unit and lesson plan.
11. Understand that learning in Physical Education occurs in all three learning domains (affective, psychomotor, and cognitive) and demonstrate this knowledge in a holistic manner.
12. Develop skills to become a systems thinker and an interdisciplinary-minded professional that focuses on the "Big Ideas" of teaching and learning.
13. Locate and assess the value of resources available to support teaching and learning.

**APPLIED ARTS DIVISION**  
**EPE 310**  
**Physical Education in the Elementary School**  
**3 Course Credits**  
**Winter, 2021**

---

**COURSE FORMAT**

Classes will consist of one two-hour meeting weekly (Wednesdays; 1:00pm-3:10pm). Outside of class time, students are required to engage heavily with the course readings and engagement activities found within the course Moodle site.

**EVIDENCE OF LEARNING: ASSESSMENT AND EVALUATION OPPORTUNITIES:**

*Note: full descriptions of assignments, the course schedule, and weekly reading expectations will be provided on the course "Teams" Site.*

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
1. Participation in Discussion Forums (8)	15%	Week 2 - Week 10 Due the Sunday evening at the end of the designated week
2. Personal Narrative of Physical Education: Teaching Philosophy & Identity	10%	Friday, January 22 <sup>nd</sup>
3. Inquiry Project: Elementary Curriculum Exploration	15%	Friday, February 5 <sup>th</sup>
4. Rich Picture Visual Representation of PE Curriculum Components & Relationships	15%	Friday, February 19 <sup>th</sup>
5. Unit Plan	20%	Friday, March 12 <sup>th</sup>
6. Lesson Plan	10%	Wednesday, March 17 <sup>th</sup>
7. PE Lessons (Teaching)	15%	Start Week 12 or 13 (depending on class size) Wednesday, March 24 <sup>th</sup> and Wednesday, March 31 <sup>st</sup> and Wednesday, April 7 <sup>th</sup>
	<b>TOTAL: 100%</b>	

**REQUIRED RESOURCES:**

Robinson, D. & Randall, L. (2014). *Teaching physical education today: Canadian perspectives*. Toronto, ON: Thompson Education Publishing Inc.

Access to British Columbia Physical Education curricula available at: <https://curriculum.gov.bc.ca/>

*Note: Many texts and online resources will be referenced throughout the semester. It may be beneficial for this class and your future teaching assignment to compile resources for your “teacher toolkit.”*

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon

University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).

### **TENTATIVE COURSE SCHEDULE**

*Note: full descriptions of assignments, the course schedule, and weekly reading expectations will be provided on the class Moodle site. This schedule is subject to change based on class needs.*

<b>Date</b>	<b>Topic</b>	<b>Assessment/Evaluation</b>
<b>Week 1</b> Monday, January 4 <sup>th</sup> – Sunday, January 10 <sup>th</sup>	Introductions (instructor/students) Review course outline Assignment explanations/expectations Q & A session	
<b>Week 2</b> Monday, January 11 <sup>th</sup> – Sunday, January 17 <sup>th</sup>	Developing a Teacher Identity: <ul style="list-style-type: none"> <li>• Acknowledging past and present PE assumptions/stereotypes/experiences</li> <li>• Why is 'traditional' physical education ineffective?</li> <li>• Purpose and value of physical education</li> <li>• The 'toxic' environment in PE</li> <li>• Motivation to teach PE? What will your legacy be? What is worth doing? (Hellison)</li> <li>• Teaching philosophy – what factors affect how you will view and teach the curriculum?</li> </ul>	<b>Discussion Forum 1 (finishes            Sunday, January 17<sup>th</sup>)</b>

**APPLIED ARTS DIVISION**  
**EPE 310**  
**Physical Education in the Elementary School**  
**3 Course Credits**  
**Winter, 2021**

<p><b>Week 3</b> Monday, January 18<sup>th</sup> – Sunday, January 24<sup>th</sup></p>	<p>What are the Physical Education Curricula and what do they encompass? Exploration of:</p> <ul style="list-style-type: none"> <li>• Core Competencies</li> <li>• Curriculum Model (Know/Do/Understand)</li> <li>• Big Ideas</li> <li>• Curricular Competencies</li> <li>• Content</li> <li>• First Peoples Principles of Learning</li> <li>• Learning at all 3 domains (psychomotor, cognitive &amp; affective)</li> <li>• Movement through the physical (Laban's skill themes movement concepts)</li> <li>• Fundamental movements (BMP's, Performance Cues)</li> <li>• Relationship between physical education, physical literacy, and physical activity</li> </ul>	<p><b>Personal Narrative of Physical Education: Teaching Philosophy &amp; Identity assignment DUE FRIDAY JANUARY 22<sup>ND</sup></b></p> <p>Discussion Forum 2 (finishes Sunday, January 24<sup>th</sup>)</p>
<p><b>Week 4</b> Monday, January 25<sup>th</sup> – Sunday, January 31<sup>st</sup></p>	<p>Indigenous Perspectives in PE</p> <ul style="list-style-type: none"> <li>• First Peoples Principles of Learning</li> <li>• Traditional Games and Sports</li> </ul> <p>Inquiry Project Review</p>	<p>Discussion Forum 3 (finishes Sunday, January 31<sup>st</sup>)</p>
<p><b>Week 5</b> Monday, February 1<sup>st</sup> – Sunday, February 7<sup>th</sup></p>	<p>Digging deeper: Application of Curriculum Models to the Curricular Competencies/Content and First Peoples Principles of Learning</p> <ul style="list-style-type: none"> <li>• Relationships, scope &amp; sequence</li> <li>• PE Curriculum models</li> <li>• Sharing concerns, questions, and fears</li> </ul> <p>Systems Thinking and Teaching Applications</p> <ul style="list-style-type: none"> <li>• Introduction to Rich Pictures and systems-thinking (rationale)</li> <li>• Applications for PE</li> </ul>	<p><b>Inquiry Project: DUE FRIDAY, FEBRUARY 5<sup>TH</sup></b></p> <p>Discussion Forum 4 (finishes Sunday, February 7<sup>th</sup>)</p>



**APPLIED ARTS DIVISION**  
**EPE 310**  
**Physical Education in the Elementary School**  
**3 Course Credits**  
**Winter, 2021**

<p><b>Week 6</b> Monday, February 8<sup>th</sup> – Sunday, February 14<sup>th</sup></p>	<p>Planning for Engagement and Inclusion of Exceptional Learners</p> <ul style="list-style-type: none"> <li>• Why is it important?</li> <li>• Differentiation and adaptation strategies</li> <li>• Students with special needs</li> <li>• Gifted students</li> <li>• How can we adapt in the gym?</li> <li>• Challenges</li> </ul> <p>Planning for Engagement and Inclusion of Vulnerable Learners</p> <ul style="list-style-type: none"> <li>• Students that have experienced/been affected by trauma (ACE’s)</li> <li>• Impacts on planning, assessment, and challenges</li> </ul> <p>Rich Picture Review</p>	<p style="text-align: center; color: red;">Discussion Forum 5 (finishes Sunday, February 14<sup>th</sup>)</p>
<p><b>Week 7</b> Monday, February 15<sup>th</sup> – Sunday, February 21<sup>st</sup></p>	<p>Planning for instruction: Backwards by Design</p> <ul style="list-style-type: none"> <li>• Exploration of sample lesson and unit plans</li> <li>• Planning with teacher strengths and weaknesses in mind</li> </ul> <p>Assessment and Evaluation</p> <ul style="list-style-type: none"> <li>• Why is it important?</li> <li>• Formative vs. Summative assessments</li> <li>• Triangulation of Evidence</li> <li>• Strategies for elementary students</li> </ul> <p>Student empowerment and responsibility in the assessment process (Hellison)</p>	<p style="text-align: center; color: red;"><b>Rich Picture Assignment DUE FRIDAY, FEBRUARY 19<sup>TH</sup></b></p> <p style="text-align: center; color: red;">Discussion Forum 6 (finishes Sunday, February 21<sup>st</sup>)</p>
<p><b>Week 8</b> Monday, February 22<sup>nd</sup> – Sunday, February 28<sup>th</sup></p>	<p style="text-align: center;"><b>READING WEEK – NO CLASSES</b></p>	
<p><b>Week 9</b></p>	<p>Putting it all together: deep dive into Unit Planning</p>	

**APPLIED ARTS DIVISION**  
**EPE 310**  
**Physical Education in the Elementary School**  
**3 Course Credits**  
**Winter, 2021**

Monday, March 1 <sup>st</sup> – Sunday, March 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Applying content</li> <li>• Time management</li> <li>• Classroom management: Expected vs. unexpected behaviours in the gym; planning for the “what-if’s”</li> </ul> <p>Intro to Lesson Planning</p> <ul style="list-style-type: none"> <li>• What needs to be included?</li> <li>• Time management</li> <li>• Connecting to curriculum</li> </ul>	<b>Discussion Forum 7 (finishes Sunday, March 7<sup>th</sup>)</b>
<b>Week 10</b> Monday, March 8 <sup>th</sup> – Sunday, March 14 <sup>th</sup>	Lesson Planning – Continued Teach a Lesson Assignment – Review and google Doc	<b>Unit Plan DUE FRIDAY, MARCH 12<sup>TH</sup></b>  <b>Discussion Forum 8 (finishes Sunday, March 14<sup>th</sup>)</b>
<b>Week 11</b> Monday, March 15 <sup>th</sup> – Sunday, March 21 <sup>st</sup>	Year Planning <ul style="list-style-type: none"> <li>• Time management</li> <li>• Creative Constraints</li> <li>• Pairing content/Seasonal content</li> <li>• What resources are available to me?</li> </ul>	<b>Formal Lesson Plan DUE WEDNESDAY, MARCH 17<sup>TH</sup></b>
<b>Week 12</b> Monday, March 22 <sup>nd</sup> – Sunday, March 28 <sup>th</sup>	PE Lessons (Start)	<b>PE Lessons start on WEDNESDAY, MARCH 24<sup>TH</sup></b>
<b>Week 13</b> Monday, March 29 <sup>th</sup> – Sunday, April 4 <sup>th</sup>	PE Lessons (Continued)	<b>PE Lessons Continue WEDNESDAY, MARCH 31<sup>ST</sup></b>
<b>Week 14</b> Monday, April 5 <sup>th</sup> – Sunday, April 11 <sup>th</sup>	PE Lessons (finish) Course Closure and Reflection	<b>PE Lessons Finish WEDNESDAY, APRIL 7<sup>TH</sup></b>

**COURSE EXPECTATIONS**

To receive credit for this course, you must successfully meet/adhere to the following:

## **Assignments/Course Work**

Quality work is expected – writing and communication skills must be at the University level. Word processing skills are required for most major assignments; it is the student's responsibility to familiarize her/himself with APA formatting expectations for all course assignments - claiming ignorance or that it was not intentional are not acceptable responses. Assignments will be submitted electronically through the Moodle platform or as predetermined by the instructor. All assessments will include evaluation based on assignment criteria and communication skills.

## **Assignment Submissions**

All assignments must be submitted by 11:55pm on the designated due date. Deadlines are the same for all. If exceptions need to be made regarding a later submission because of an extenuating circumstance, you need to confer with me *prior* to the due date/time by at least 24 hours to receive approval.

## **Late Assignments**

The student is responsible for initiating conversation to receive approval for a late submission of an assignment. If this accountability does not occur, the student will receive a 10% penalty (reduction) per day the assignment is late up to a maximum of 3 days, and then will be assigned a zero (0%).

## **Completion of Assignments**

You must hand in all assignments to pass the class. This includes submission of late assignments.

## **Participation**

Remote delivery courses can be unengaging and ineffective without student participation in discussions, forums, group work and learning materials. You are expected to contribute to such platforms in a professional and meaningful manner to enrich the overall experience of the course.

## **Attendance**

The instructor will take attendance each week. If a student is absent – without prior communication with the instructor – for more than 3 classes, the student's name will be

forwarded to the University to further investigate the matter and determine an appropriate course of action.

### **Consideration for Others**

For the teaching and learning environment to be effective for all, please be physically and mentally present during online Zoom classes. This means phones should be turned off/to silent prior to class commencing. Please be considerate of others by adhering to respectful online etiquette such as being in a non-distracting area whenever possible and muting your microphone when you are not speaking. The success of this course will require patience and understanding during this unprecedented time of remote delivery teaching and learning.

---

## **INFORMATION FOR STUDENTS:**

### **Mental Health Services for Students:**

Personal Counselling Services available at:

<https://www.yukonu.ca/student-life/health-wellness/personal-counselling-services>

### **First Nations Support Services**

Available at:

<https://www.yukonu.ca/student-life/health-wellness/first-nations-support-services>

### **Tech Support (IT Services)**

Available at:

<https://www.yukonu.ca/student-life/technical-resources>

### **Academic Support Centre**

Available at:

<https://www.yukonu.ca/student-life/learning-matters/academic-support-centre>

### **Library Services**

Available at:

<https://www.yukonu.ca/student-life/learning-matters/library-services>

**Learning Assistance Centre**

Available at:

<https://www.yukonu.ca/student-life/learning-matters/learning-assistance-centre>

