Students explore theory and practice of physical education activities for elementary students and a variety of ways to integrate activities throughout the curriculum. Creative projects will allow students to explore how physical movement enhances the learning experience, plays a vital role in improving academic achievement, and addresses the needs of kinesthetic learners. Learning styles and child developmental stages represent the central focus for planning lessons that integrate movement into the core curricula. Research and presentation of international practices regarding sports, dance, and children’s games encourages multicultural understanding of beliefs and traditions. A variety of resources including collaborative practices, technology, every day classroom items, and unique use of space will be used to enhance academic learning while promoting a healthy lifestyle.

PREREQUISITES
None

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)

Upon completion of this course, the student will be able to:
1. Integrate PE activities in the PreK-6 core curricula.
2. Create movement lessons using a variety of appropriate technologies for both regular and special needs students.
3. Critique PE activities and provide age-appropriate games and exercises.
4. Recognize the importance of stages of development and learning styles for enhancing student's academic experiences.
5. Recognize the importance of participating in lifelong recreational and physical activities and, integrate effective communication to stakeholders regarding health and wellness.
6. Analyze research supporting the benefits of incorporating movement in the classroom.
7. Describe safety considerations in providing PE activities.
8. List the resources available in school and community to enrich PE activities.
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Lesson Plan(s) – 1, 2, 4,
2. Presentations – 2, 3, 4, 5
3. Article reviews – 3, 4, 6
4. Reflection discussions and/or papers – 3, 4, 5, 6, 7, 8
5. Physical education activities- 1, 2, 3, 4, 5, 7
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. State curricula for physical education content and performance in PreK-6
   A. Standards and grade level expectations
   B. Varying curricular models
   C. Varying instructor roles
II. Child development
III. Stages
IV. Domains (physical, cognitive, emotional, social)
V. Physical education activities
   A. Motor skills
   B. Exercise
   C. Participation
   D. Promoting life-time engagement
VI. Promoting healthy lifestyles
   A. Balanced diet
   B. Sleep patterns
   C. Physical movement
   D. Avoiding toxins and physical damage
VII. Integrating movement across the curriculum
   A. Social studies
   B. Language arts
   C. Science
   D. Mathematics
   E. Creating multidisciplinary lessons that incorporate technology
   F. Other
VIII. Physical education equipment
   A. School resources
   B. Adapting classroom staples
   C. Community resources for locating needed materials