Pre-course Assignments for Physical Education:

Prior to our first class session, please complete the following two assignments:

(1) Read The Priority List by David Menasche. If you do not have access to the book, A “Book Preview” may be found online at Amazon.com. Write out your own Priority List (no specific number of priorities); bring to class the first day and be prepared to discuss.

(2) Observe 2 - 3 children MOVING in any environment. Briefly summarize their similarities, differences, skills, etc. on one page to submit the first class session.

In addition, you will need $10.00 for the Movement Curriculum text. Checks may be made to Textbook Brokers. The texts will available in class the first session.

The course syllabus will also be available the first class session. Course information and additional assignments will be discussed at that time.

Please feel free to contact me at carlislecs@aol.com if you have questions or comments. I look forward to meeting you.

Dr. Cynthia Carlisle
Physical Education Methods

FYI I use a MacBook Pro with Appleworks, so this e-mail may be jumbled. If that is the case, sorry and hope you can decipher it.
University of Northern Colorado  
EDEL 525-700 Integrated Methods: Visual Arts, Music and Physical Education  
Syllabus - Physical Education Component

Course Information:  
Instructor: Dr. Cynthia Carlisle  
e-mail: carlislecs@aol.com  
Phone: 970-356-9031  
Individual conferences by appointment

Text: Carlisle, Cynthia and Cole, Sandra. (2015) Curriculum Integration of Movement. (Required) Available at the first class session. Cost is $10.00; please bring cash or check to Textbook Brokers.

Course Description:  
Integration of visual arts, music and physical education. Students learn specific instruction techniques, strategies, activities, and content knowledge to effectively integrate these three areas across the curriculum.

Physical Education Component Goal:  
To study the basic movement principles, movement skills/activities and integration concepts appropriate for children in the elementary classroom.

Course Objectives: Elementary education majors will accomplish the following objectives through class experiences, assignments and evaluations:  
1. Identify the basic needs of children in grades K-5/6 and the implications for QUALITY movement experiences/physical education programs.  
2. Review learning styles of children, specifically visual, verbal, kinesthetic and the thinker, and the different teaching styles needed to provide challenging learning environments.  
3. Demonstrate knowledge and skills in the use of the Movement Framework, specifically the body, space, effort, and relationships.  
4. Demonstrate knowledge and skills in the fundamental movement categories, specifically the basic locomotors, manipulatives, and stability movements.  
5. Demonstrate knowledge and skills in the content areas of games/sports, rhythms/dance, and self-testing activities/gymnastics.  
6. Demonstrate knowledge of the importance of physical activity and the skills to be “active,” as well as the implications of physical and motor fitness.  
7. Review literature/research on the issues of classrooms of the future, child obesity, recess elimination, bullying, integration of content, etc.  
* 8. Integrate physical education/movement concepts and activities with content areas such as Art and Music, English, math, science and social studies.  
9. Improve individual movement skills and activity levels through participation.  
10. Identify and share ideas on your individual Priority List.

Attendance:  
This course requires active participation and discussion; it is extremely important for you to attend all sessions. More than one absence may require that the course be dropped. Complete make-up work with the approval of the instructors.
Course Requirements and Evaluation:

*Prior to April 24

Read The Priority List by David Menasche. A “Book Preview” may be found online at Amazon.com. Write out your own Priority List; bring to class the first day and be prepared to discuss.

Observe 2 - 3 children MOVING in any environment. Briefly summarize their similarities, differences, skills, etc. on one page to submit.

*Between April 24-26; May 8-10
The following assignments will be discussed in class:
  Priority List and Children Moving Observation
  Article Review
  Teaching Assignment
  Children’s Book
  Participation in Discussion and Movement Experiences
  Integrated Movement Study with Art and Music

*After May 10th
  Culminating Assignment: “Revised” Priority List
  Integrated Movement Plan for Specific Grade Level

Course Schedule: Physical Education will be taught in various two hour segments throughout the two weekends. Times and assignments will be available at the first class.

  Friday  April 24   5:00-9:00  (Session 1 and 2)
  Sat/Sun  April 25/26  8:00-5:00  (Session 3)
  Friday  May 8      5:00-9:00  (Session 4 and 5)
  Sat/Sun  May 9/10   8:00-5:00  (Session 6)

Course Content:

Session One and Two:
  Introduction and Overview - Discuss expectations and assignments
  Growth and Development - Hand-out and film clips on puberty impact; discuss
  Movement Framework - Body, Space, Effort and Relationships
  Fundamental Locomotor Skill Themes
    walk, run, leap, hop, jump, gallop, slide, and skip
  Integrated movement studies - math and literacy; art and music

  * Observation of children moving - discuss
  * Priority List - discuss
  * Assign teaching and article assignments
Session Three and Four:
Discuss issues related to teaching/learning in the classroom
Read Mid-line of the Body article - Discuss
Review Text - qualities of movement; movement studies; brain dance
Yoga films and cards - discussion and movement (towel/rug - optional)
Fundamental Manipulative Skill Themes
throw, catch, dribble (hand and feet), kick, roll, strike, volley
* Article Due
* Begin teaching assignment in class! Share ideas!

Session Five and Six:
Discuss individual articles in small groups.
Summarize class findings
Discuss movement ideas from Children’s Books
Review text - Purpose and Standards - Arts; Motor Hierarchy of Learning
Conceptual Framework of Art, Music and Physical Education
Physically Active Lifestyles; Physical Fitness
Continue activities: Hop Scotch, Relays, Balance, Memory, Poetry, etc.
Work on Integrated Movement Study with Art and Music
* Children’s Book Review Due
* Integrated Movement Study with Art and Music

Course Evaluation
Article Review - discussion in groups
Due Session Three (one page maximum) 50 points 20%
Teaching Assignment - Teach one lesson with partner 50 points 20%
Begin teaching Session Four
Integrate core area with movement
(Text pg. 55-74)
Children’s Book with ideas for movement 50 points 20%
Bring to class Session Five
Participation in Discussion and Movement Experiences 50 points 20%
Priority List, Midline of Body Discussion
*** Integrated Movement Study with art and music 50 points 20%
Due last day of class

Total: 250 points 100%