

Course Prefix/Number/Title: HPER 205 Physical Education for Elementary Children

Number of credits: 2

Course Description: The course lays the foundation needed for teaching Physical Education to elementary children. Emphasis will be placed on the purpose, curriculum, and methodology of teaching elementary school children Physical Education.

Pre-/Co-requisites: None

Course Objectives:

1. To gain an understanding of the development and implementation of the elementary Physical Education program.
2. To identify the mechanics of movement for elementary children.
3. To organize and differentiate the sequential activities that is used for Physical Education.
4. To identify health problems at the elementary level.
5. To collect lesson plans, and activities from peers and instructor.
6. To observe and participate in elementary Physical Education classes in Bottineau and area.

Instructor: Travis Rybchinski

Office: Thatcher Hall 127

Office Hours: Monday / Friday 11AM – 12 AM, or by appointment.

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Lecture/Lab Schedule: M-F – Tuesday and Thursday 10AM – 10:50 AM

Textbook(s): None. Physical Education Methods for Elementary Teachers (Thomas, Lee, and Thomas) and handouts/links will be a part of the class too.

Course Requirements:

1. Complete textbook and other assigned readings.
2. Successful completion of tests and quizzes administered.
3. Prepare and teach lesson plans to your peers.
4. Internet articles and summaries.
5. Develop an elementary Physical Education program. (outline)
6. Do the assigned hours of observation.

Tentative Course Outline: Log in to Blackboard. Assignments will be weekly modules.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): N/A

Relationship to Campus Focus: We will be utilizing the Beyond part of our campus theme. The students will be learning how communicate effectively with others. They also will be learning the value of lifelong fitness and promoting physical wellness.

Classroom Policies: The students will be expected to attend all practices/games/training sessions/ and meetings. They will conduct themselves in the appropriate manner that supports good character.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs: Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX: Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

Grading:

Attendance/Participation – 50%

Exams and Quizzes – 25%

Assignments – 25%

(Grading Scale may change due to changes in exams and group assignments)