

Mayville State University

HPER 319, Health and PE in the Elementary School

Fall, 2025

2 Semester Hours/Credits

Course and Instructor Information

Instructor Name: Scott Parker

Contact Information: FH 137, scott.b.parker@mayvillestate.edu , 701-788-5226

Hours of Availability: By Arrangement M-F 9:00am -3:00 pm

Instruction Mode: FH 111

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: 10:00- 10 :50 M W F 8-week course (August 25th -October 19th)

Course Description

A course designed specifically for the Elementary Education majors and HPER majors/minors. Areas of study include: understanding the need for physical education; the instructional process; program implementation; and teaching the objectives of physical education (personal health skills, motor skills, lifetime activities and sport skills). Practical applications of methods in an elementary school setting will be included through peer teaching. The content areas of health will be studied.

Pre-/Co-requisites: NA

Course Objectives

1. Identify the purpose and objectives of an elementary school physical education and health program.(INTASC 1,2,4,7)
2. Understand the needs for and values of an elementary physical education and health program. (INTASC 1,7,10)
3. Demonstrate knowledge of motor learning principles and mechanical principles involved in skill performance.(INTASC 1,2,3,4)
4. Apply the sequence of steps to follow when writing a curriculum for elementary students. (INTASC 1,6,7)
5. Describe the four basic parts of a lesson plan and the requisite planning required for effective presentation of the plan. (INTASC 1,4,6,7)
6. Describe the major ways to establish and maintain a teaching environment which is conducive to learning. Major categories should include instructional cues, feedback, teaching styles, and skill presentation. (INTASC 1-6, 8)
7. Describe effective ways to manage and discipline students in the physical education & health classes. (INTASC 5,9)
8. Demonstrate effective planning skills when teaching a lesson to 4 to 5 classes of elementary school students.(INTASC 1,6,7,9)
9. Prepare students for activities using introductory activities. (INTASC 1,2,5,6)
10. Prepare fitness routines to be used with students at the appropriate grade level. (INTASC 1,2,4,5)
11. Explain how to modify low organized and lead-up games to meet the needs of all students.(INTASC 2,3,4,5)

12. Describe important steps to follow to avoid liability due to accidents in a physical education class. (INTASC 5,9,10)
13. Explain the 10 content areas of health to be taught. (INTASC 1,7)
14. Apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in education settings. (INTASC 6)
15. Observe classroom setting of Elementary Physical Education course/setting

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Physical Education and Elementary Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

Standards Alignment (Physical Education Program Approval Standards-ND ESPB):

- 2.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 2.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 3.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 3.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

Standards Alignment (Elementary Education Program Approval Standards-ND ESPB):

- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.1b-Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
- 50015.2f Physical Education The program requires the study of physical education. Candidates know, understand, and use (as appropriate to their own understanding and skills) human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- 50015.3a- Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.
- 50015.3b- Candidates use assessment results to improve instruction and monitor learning.
- 50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

- 50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.
- 50015.4b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
- 50015.4c -Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content.
- 50015.4d- Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.
- 50015.4e -Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- 50015.4g-Candidate effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.

Required Materials and Technologies

Health and Physical Education for Elementary Classroom Teachers 3nd ed (2026), Evans& Sims.

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

Students are expected to check their email every day.

Assignments and Assessments

All assignments and assessments are required for the course. Students are to use 12 font, Times New Roman, double spaced, APA formatting for all assignments. Please follow all rubrics and directional cues regarding each assignment. Please do not use link to upload assignments in Blackboard. Use word or similar application to upload directly to Blackboard drop box.

Method of Evaluation/Grading

Grading Policies

Grades will be posted within 72 hours of due date. Although this timeframe may fluctuate throughout the semester.

Attendance/Participation Policies

You are expected to be in class and participate online unless you have communicated with the instructor prior to class. Participation is key to receive all educational benefits of the course.

Grading Scale

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: Below 59

Breakdown of Grades

Please see Blackboard shell for course schedule and grades.

Course Schedule and Due Dates

Please see Blackboard shell for course schedule and dates.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

Instructions: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, “Important Student Information,” which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Please see our course schedule in Blackboard course shell.

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document ‘Conceptual Framework’ provided in the course shell.

INTASC-Teacher Education

See above for INTASC.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO # 1** – Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- **SLO #2** – HPER students will effectively communicate through a variety of methods with a discipline specific population.
- **SLO #3** – HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- **SLO #4** - HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLO 1, 2, 3, 4 PE, SM	Reinforce

Instructional Strategies

Instructional strategies utilized in this course are the following but not limited to: blended learning, brainstorming, character analysis, concept mapping, discussion forums, exams, feedback, presentations, reflective writing, etc.