

University of Wisconsin-Madison  
Department of Kinesiology

**Kines 742-121 Foundations of Physical Education**

**Instructor:** Dan Timm, 1043 Gym-Nat, 262-7714, e-mail: dtimm@education.wisc.edu  
Office Hours: MTWR 12:30-1:30 pm

**Required Text:** Foundations of Physical Education, Exercise Science, and Sport, Deborah A. Wuest and Jennifer L. Fisette, McGraw-Hill, 17th Ed., 2012.  
-Available from a vendor of your choice.  
Other materials posted on Learn@UW

**Purpose of Course:** This course is intended to provide students with an introduction to the field of physical education and to begin preparing them to become physical education teachers. Major areas of concentration include introduction to the profession, multiculturalism, and movement education.

**Course Objectives:** At the conclusion of this course, students should be able to —

- discuss the requirements of being a physical education teacher and the responsibilities of the position.
- describe the relationship between the major educational philosophies and their application to physical education.
- explain the goals and objectives of physical education and the characteristics of a quality physical education program.
- specify curriculum models and implement various teaching styles.
- understand Act 31 and how to integrate it into a physical education curriculum.
- discuss present-day physical activity and health concerns of various ethnic groups.
- progress toward becoming a culturally responsive teacher.
- demonstrate movement concepts, locomotor skills, nonlocomotor skills, manipulative skills, and rhythmic activities.
- teach a movement theme activity.

<b>Evaluation:</b>	Multiculturalism Paper	25%	<b>Percentage Breakdown</b>
	Critical Thinking Project	20%	A 93% - 100%
	Philosophy Paper	20%	AB 89% - 92%
	Resume	20%	B 83% - 88%
	Teaching Presentation		BC 79% - 82%
	Critique	<u>15%</u>	C 70% - 78%
		100%	D 60% - 69%
			F 0% - 59%

**Health Precautions:** Students with medical conditions such as respiratory problems, heart condition, pregnancy, or back problems must talk with the instructor before participating in the lab sessions of the course.

**Off-Campus Classes:** On occasion, this class may require that we visit a public or private school site. Visits will be scheduled in such a way that you will have adequate time to travel to and from the site. In order that you can travel safely back and forth, we would encourage you to use public transportation. Use the following link to get Madison Metro schedule and route information:

<http://www.ci.madison.wi.us/metro/>

## Class Schedule

September 6	Introduction to Course, Text: p. 1-22
September 8	Becoming Professional...Text: Chapter 11 and p. 447-449; Learn@UW: "WHPE" Guest Speaker: Brian Marx, President, Wisconsin Health and Physical Education
September 13	Introduction to the Major...Learn@UW: Information on PETE Major and Writing
September 15	Resume Work Day...Text, p. 394-395, 396; Learn@UW: Resume Information
September 20	Issues and Challenges in Physical Education...Text p. 417-419, 509-527
September 22	Philosophy of Physical Education - Student Presentations...Text p. 28-34
September 27	Goals of Physical Education...Text p. 41-57, 75-86; Learn@UW: Wisconsin Standards Summary <i>Resume Draft Due</i>
September 29	Curriculum Models...Text p. 350-358; Learn@UW: Movement Education
October 4	Teaching Styles...Learn@UW: Some Thoughts About the Spectrum
October 6	Teaching Observation - Jon Spencer, James Madison Memorial High School, 201 South Gammon Road <i>"My Philosophy of Physical Education" Paper Due</i>
October 11	Introduction to Multiculturalism...Text p. 66-72, 537-539; Learn@UW: Cultural Bias in Sport and Play
October 13	Background of Act 31...Learn@UW: Historical Background to the Study of Wisconsin Indian History, Culture, and Tribal Sovereignty; Wisconsin Indian Tribal Communities
October 18	What Does Act 31 Mean for PETE Students? and Tribal Sovereignty...Learn@UW: Wisconsin State Statutes and Questions and Answers About American Indians in Wisconsin
October 20	History of Wisconsin Tribal Nations - Student Presentations
October 25	Culture of Wisconsin Tribal Nations - Guest Speaker: Christine Munson, Oneida Nation Tribal Member and Academic Support Specialist, Northcentral Technical College, Wausau <i>Resume due</i>
October 27	How to Infuse Act 31 into Your Teaching...Learn@UW: The Importance of Multicultural Education; Integrating Wisconsin American Indian History, Culture, and Tribal Sovereignty into the Curriculum; American Indian Studies, Standards, and Curriculum
November 1	Health and Physical Activity Concerns of Under Represented Groups
November 3	Introduction to Culturally Responsive Teaching...Learn@UW: Preparing for Culturally Responsive Teaching
November 8	Becoming a Culturally Responsive Teacher
November 10	Movement Concepts and Skills...Learn@UW: Movement: The Keystone
November 15	Locomotor Skills...Text p. 172-174
November 17	Nonlocomotor Skills...Text p. 174-175 <i>"Incorporating Multiculturalism in Teaching Physical Education" Paper due.</i>
November 22	Manipulative Skills...Text p. 175-178
November 29	Educational Movement Themes...Learn@UW: Divergent Movement: Developing Educational Movement Themes
December 1	Developing the Content...Learn@UW: Developing the Content Rhythmic Movement Activities...Learn@UW: Rhythmic and Movement Activities
December 6	Teaching Observation - Jane Koval, Van Hise Elementary School, 4747 Waukesha Street <i>Critical Thinking Project Due.</i>
December 8, 13	Student Presentations - Educational Movement Themes.
December 15	?????
December 22	<i>Teaching Presentation Critique due, 5:05 p.m.</i>

# University of Wisconsin School of Education Teacher Licensing Standards

Following are the University of Wisconsin School of Education standards addressed through Foundations of Physical Education and how those standards will be assessed...

## **Standard 2 Understands Social Context of Schooling**

*Understand and debate current physical activity issues and laws based on historical, philosophical, and sociological perspectives. (NASPE 1.5)*

Assessment: Philosophy of Physical Education Paper

## **Standard 4 Demonstrates Pedagogical Knowledge in Specific Domains**

*Evaluate research and best practices about ways students learn to construct and integrate knowledge in physical education.*

Assessment: Critical Thinking Project

## **Standard 8 Employs Varied Assessment Processes**

*Interpret and use learning and performance data to inform curricular and instructional decisions. (NASPE 7.4)*

Assessment: Teaching Presentation Critique

## **Standard 12 Accommodates for All Students**

*Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community). (NASPE 3.1)*

Assessment: Incorporating Multiculturalism in Teaching Physical Education Paper

## **Standard 13 Is a Reflective Practitioner**

*Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional. (NASPE 8.2)*

Assessment: Philosophy of Physical Education Paper

## **Standard 14 Relates Well with Students, Families, and Communities**

*Use appropriate strategies, services, and resources to meet diverse learning needs. (NASPE 3.2)*

Assessment: Incorporating Multiculturalism in Teaching Physical Education Paper