



PET 4433:
Instructional Design and Content: Physical Education
Elementary II

CRN 18126, Section # 001, 3 Credit Hours

College of Education

Department of Teaching and Learning

COURSE SYLLABUS

Last Updated: 12/27/2025

Semester: Spring 2026
Class Meeting Days: Mondays
Class Meeting Time: 9:00 AM-11:45 PM
Class Meeting Location: PED Conference Room
Instructor: Dr. Vickie Denny, Ph.D.
Office Location: PED 229
Office Hours: Mondays, 11:45 AM-12:30 PM
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I. University Course Description

This is the second of a two-course sequence designed to prepare students to plan movement education-based physical education for the elementary level.

II. Course Prerequisites

Majors Only

III. Student Learning Outcomes

As a result of this course, students will demonstrate their ability to:

1. Identify, describe, and demonstrate appropriate methods of teaching educational dance, gymnastics, and fitness for students from kindergarten to fifth grade.
 - 1.1. Present dance, gymnastics, and fitness content in peer teach situations. (FEAP 3a, b, f, g, h, I, j; CF 1; NASPE 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)
 - 1.2. Evaluate educational dance, gymnastic, and fitness content in light of current research, best practice, and concurrent internship experiences. (FEAP 1 a, b, c, f; CF 2; NASPE 3.3; FSM 2, 3, 4, 5, 6, 7, 8)

2. Plan developmentally appropriate educational dance and gymnastics lessons and units for physical education students in kindergarten through fifth grade.
 - 2.1. Develop lessons that introduce, refine, extend, and apply educational dance and gymnastics content. (FEAP 1a, b, c, f; CF 2, 6; NASPE 3.1, 3.2, 3.3, 3.5, 3.6; FSM 2, 4, 7, 8)
 - 2.2. Cluster lessons into units that fit within the movement education curricular model for educational dance and gymnastics. (FEAP 1b; CF 2, 6; NASPE 3.1, 3.6; FSM 2, 4, 7, 8)
3. Describe and apply basic physical fitness concepts to developmentally appropriate activities for students in kindergarten through fifth grade.
 - 3.1. Plan and present developmentally appropriate fitness lessons for students in kindergarten through fifth grade. (FEAP 1a, b, c, d, e; CF 2, 6; NASPE 1.1, 1.2, 3.2; FSM 2, 5, 6)
4. Identify and describe appropriate procedures for assessing students in elementary physical education.
 - 4.1. Identify authentic assessment practices and apply them to physical education content. (FEAP 4a, b, c, d; CF 6; NASPE 5.1, 5.2; FSM 8)
5. Develop ways of integrating physical education concepts with other curricular areas.
 - 5.1. Present ideas to peers for integrating physical education content into other curricular areas. (FEAP 3.b, e; CF 1, 2, 6; NASPE 3.3, 4.2, 6.2; FSM 2, 3)
 - 5.2. Evaluate ideas for integrating physical education content into other curricular areas in light of current research, best practice, and concurrent internship experiences. (FEAP 3.b, e; CF 1, 2; NASPE 3.3, 4.2, 6.2; FSM 2, 3)
6. Identify effective strategies for managing behavior and building a positive learning environment. (FEAP 2a, b, c, d, f, h; CF 6; NASPE 4.5, 4.6; FSM 3, 9)
7. Plan and present developmentally appropriate lessons that can be taught in limited space. (FEAP 2.a, b; CF 2, 6; NASPE 3.3, 4.4; FSM 2, 3, 4, 5, 6, 7)
8. Plan, adapt, and present ESOL (English for Speakers of Other Languages) appropriate physical education lessons. (FEAP 2h, 3g, h, j; CF 5; NASPE 3.4, 3.5, 3.6, 4.1, 4.2; FSM 3)
9. Apply technology skills to the planning, management, and implementation of elementary physical education content.

- 9.1. Utilize a variety of computer applications such as word, excel, PowerPoint, etc. (FEAP 2.i, 3.g; FLCS 13.2; NASPE 3.7).
- 9.2. Understand how and when to utilize and assessment tools such as heart rate monitors, pedometers, accelerometers, etc. (FEAP 2.i, 3.g; FLCS 13.2; NASPE 3.7).
- 9.3. Utilize computer software applications data entry, data summary, charts, and graphs for creating course materials and grading purposes (FEAP 2.i; FLCS 13.1, 13.2; NASPE 3.7).
- 9.4. Develop and implement developmentally appropriate lessons when using a variety of active gaming activities (FEAP 2.g, 3.g; FLCS 3.4, 3.6; NASPE 3.7).
- 9.5. Utilize “apps” from a handheld device or tablet (iPad) to promote physical activity as well as for assessment purposes (FEAP 2.i, 4.c; FLCS 13.2; NASPE 3.7).

IV. Required Texts and/or Readings and Course Materials

Graham, G., Holt/Hale, S.A., & Parker, M. (2025). *Children Moving* (10th. ed.). New York: McGraw-Hill.

V. Grading Scale

A+ = 97.5 – 100 A = 93.5 - 97.49 A- = 90 - 93.49,
 B+ = 87.5 - 89.99 B = 83.5 - 87.49 B- = 80 - 83.49,
 C+ = 77.5 - 79.99 C = 73.5 - 77.49 C- = 70 - 73.49,
 D+ = 67.5 - 69.99 D = 63.5 - 67.49 D- = 60 - 63.49

Note: A minimum of a C- must be achieved to continue in the Physical Education Teacher Education Program.

VI. Grade Categories and Weights

Assessment	% of final Grade
Unit Plans (2)—Each worth 15% • Dance Unit Plan • Elementary Assessment Project	30

Presentations (2)—Each worth 6% • Inclement Weather Presentation • Technology Presentation	12
Fitnessgram Peer Teaching	14
Task Card Assignment	14
Bulletin Board Project	10
Elementary PE Philosophy Paper	10
Professionalism	10

VII. Assignments

Assignment:

Goal/Objectives Met:

Unit Plan*

1.2, 2.1, 4.1, 8, & 9.3

Students will be divided into groups and required to develop unit plans for dance. Each unit will consist of a scope grid (worth 20 points), a sequence of 4 lesson plans (worth 10 points each), and an embedded assessment (worth 20 points).

Elementary Assessment Project*

1.2, 2.1, 4.1, 8, & 9.3

Students will be responsible for selecting a manipulative skill of their choice they can teach in 4-5 lessons. They will have to select appropriate objectives, select pre and post assessment strategies for all 3 learning domains, and develop a series of 4-5 lessons.

Technology Presentation*

9.1, 9.2, & 9.5

Each student will be required to research mobile device/tablet applications and/or personal computer/laptop software programs that can be used by the physical educator. One (worth 10 points) apps/programs will then be presented to the class in review form. To avoid two students reviewing the same app/program, a sign up will be posted on Canvas where students "claim" apps/programs on a "first come first serve basis".

Inclement Weather Presentation

7

Considering most elementary physical education instruction in Florida occurs outside, physical educators must be flexible and equipped with alternate activities. Each student will be required to research inclement weather/limited space activities. One (worth 10 points) activity will then be shared with the class as a presentation. To avoid two students reviewing the same activities, a sign up will be posted on Canvas where students "claim" activities on a "first come first serve basis". This will be presented on your sign-up.

Fitnessgram Peer Teaching

1.1, 3.1, 4.1, & 8

Each student will be required to develop and peer teach one fitness test in groups on assigned topics.

Task Card Assignment

1.1, 3.1, & 6

The task card assignment is designed so that you practice the task teaching instructional approach, while also developing something that you can use in your future teaching. 6 task cards (minimum) will be created and shared among the cohort to help in this effort. This is a 2 part assignment consisting of the task cards and an explanation.

Bulletin Board Project*

5.1 & 5.2

Bulletin boards can serve as instructional tools while building support for the elementary physical education program (see chapter 33). Students will be divided into groups to design the PED building's bulletin boards. This assignment will demonstrate the group's ability to design a bulletin board to communicate developmentally appropriate content in elementary physical education in a manner that reflects instructionally appropriate practices. This assignment will be submitted via jpeg upload to Canvas, and graded on the following areas (each worth 5 points):

- clearly communicated topic/theme
- visual appeal
- integration of other curricular areas (see chapter 32)
- support for a respectful & equitable environment.

Elementary PE Philosophy

4 & 6

This assignment will serve as a culminating activity for the past two semesters spent with *Children Moving*. Each student will prepare a 2-3 page, double-spaced, Times-New Roman document sharing their elementary physical education philosophy. This philosophy may change and evolve over time, but the following are suggestions of areas that could be included in this initial draft:

- developmentally & instructionally appropriate practice
- movement concepts & the skill theme approach
- the national & state standards
- reflective teaching
- establishing & maintaining an environment for learning
- instructional approaches
- observing student responses
- assessing student learning
- teaching physical fitness, dance, gymnastics, & games
- building support for your program.

Professionalism (50 points)

AP 6; CF 5; NASPE 6.1-6.4; FLCS 7.1

All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late without prior communication. Communicate with me prior to the due

date if you need some flexibility. **Assignments will not be accepted more than one week past the original due date.** Students must complete **ALL** assignments to pass the course.

All assignments are to be word-processed and uploaded/submitted through Canvas by the due date. No handwritten work will be accepted (except exams/work completed in class).

Attendance is mandatory. Promptness, preparation for, and active participation in class is expected. There are many reasons for absences and tardies, (emergencies, sickness, etc.), however, your attendance in class is mandatory. Please review the following policies regarding absences and tardies.

- Each absence will lower your professionalism grade by 10%. However, **STUDENTS SHOULD NOT COME TO CLASS SICK!** If students are sick, they should inform the instructor prior to the missed class. Absence due to illness will be evaluated on a case-by-case basis.
- If a student must miss class due to a **university-sanctioned** event (athletic event, field trip for another class, etc.), or **religious observance**, written notice must be provided to the instructor at least one week **PRIOR TO** the absence.
- Missing more than 3 classes will result in the student needing to repeat the course. This includes absences that are pre-arranged with the instructor and absences due to illness. Students are responsible for all class material when absent--regardless of the reason for the absence. University attendance policy URL: <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
- Arriving late (tardy) or leaving early (for any reason) will lower your Professionalism grade by 10%. Tardies or early departures over 30 minutes are considered an absence (also 10% deduction from the Professionalism points).
- Lack of professionalism in class (lack of participation or preparation, checking email, texting, searching the internet, taking phone calls, phone ringing, use of foul language, etc.) will lower your Professionalism grade by 5% for each instance.
- Although your Professionalism grade is only a percentage of your overall grade, **you must earn at least 60% of your professionalism points to pass the course.**

VIII. Grade Dissemination

Evaluation of Student Outcomes: Evaluation and feedback regarding knowledge and its application is accomplished by means of written examinations, in and out of class assignments, and written reports. Feedback will be provided on corrected exams, in and out of class assignments, and written reports.

Anthology (formerly Chalk & Wire): All tasks designated as critical (indicated by *) must be completed with a score of 3 or above on each criterion in order to pass the course. An assignment that receives a score of below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into the Assignment E-portfolio system. However, the original grade on the assignment will be the score used to compute the final grade for the course. All revisions must be completed before the last class meeting.

IX. Course Schedule

Week/Date	Topics Covered	Reading	Assignments Due at 11:59PM unless otherwise noted
Week 1 January 12	Syllabus Review	Read Ch.9 for 1/12	
	Instructional Approaches (Ch 9) <i>Begin task card planning</i>		
Week 2 January 19 No School Martin Luther King Holiday	Work on Task Card Photos and Descriptions		
	<i>Work on Task Cards: Out-of-class assignment</i>	Read Ch. 11	
Week 3 January 26	Reflecting on Student Responses (Ch 11)	Read Ch. 11& 12 for 1/26	Task Cards due 1/30
	Assessing Student Learning (Ch 12)		
Week 4 February 2	Assessing Student Learning (Ch 12) cont.	Read Ch. 32 for 2/2	
	Integrating the Skill Theme Approach Across the Curriculum (Ch. 32)		
Week 5 February 9	Bulletin Board Project Assignment		
	Work with your group		
Week 6 February 16	Teaching Physical Fitness, Physical Activity, & Wellness (Ch 28)	Read Ch. 28 for 2/16	Bulletin Board Project due 2/20

Week 7 February 23	<i>Peer Teaching the FitnessGram & Prepare Fitness Tests- In gym</i>	<i>Read fitness testing articles</i>	<i>Peer-teaching fitnessgram due 2/23 (teaching) – Reflection due 2/27</i>
Week 8 March 2	<i>Teaching Dance (Ch. 29) – In classroom</i>		
Week 9 March 9	<i>Teaching Dance (Ch. 29) – In gym Begin Dance Units</i>		
Week 10 March 16	Week of 3/16 <i>Spring Break! Be Safe. Be Smart. ☺</i>		
Week 11 March 23	<i>Continue Dance Units-In Gym</i>	Read Ch. 30 for 3/21	Dance Unit Plans due 3/27
	<i>Teaching Gymnastics (Ch. 30)- In classroom</i>		
Week 12 March 30	<i>Teaching Gymnastics (Ch. 30) cont.- In gym</i>		
	Begin Elementary Assessment Project		
Weeks 13 April 6	<i>Elementary Assessment Part 2</i>		Parts 1 & 2 EAP due 4/10
	<i>Work on Elementary Assessment Project Part 3</i>		
Week 14 April 13	<i>Work on Elementary Assessment Project Part 3</i>		
Week 15 April 20	<i>Elementary PE Philosophies</i>	Read ch. 33 for 4/18	Elementary Assessment project due 4/24
	<i>Building Support for Your Program (ch 33)</i>		
Week 16 April 27	<i>Hands Only CPR</i>		Elementary PE Philosophy due 5/1
	<i>Alternative PE Activities – In gym</i>		

* Note: The Schedule is subject to revision

X. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XI. Covid-19 and Other Illnesses

Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as a sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact Student Health Services immediately (813-974-2331) for appropriate medical guidance and to obtain a *verification of care letter*. ***To be approved for missed classes, late assignments or missed examinations a verification of care letter must be presented by the student to the faculty member upon return to class.***

XII. Course Policies: Grades (as applicable)

Group Assignment Policy: Everyone must contribute equitably to a group project. With a group submission, every person in the group will place their name next to the work they completed and submit a short statement of contribution. All members of a group will receive the same score; that is, the assignment is assessed, and everyone receives this score. This will occur unless the statement of contribution suggests that a group member contributed significantly less than the other group member(s). The instructor holds the right to adjust grades based upon contribution (or lack thereof). If any major issues arise in working with their groups, please contact your instructor.

Grades of "Incomplete": An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

XIII. Course Policies: Technology and Media

Email: Students should communicate with their instructor using their USF email address. Please allow 24-48 hours for an email response for non-emergency situations.

Canvas: All assignments will be submitted through Canvas unless otherwise notified by your instructor. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop Usage: Lack of professionalism in class (lack of participation or preparation, checking email, texting, searching the internet, taking phone calls, phone ringing, use of foul language, etc.) will lower your Professionalism grade by 5% for each instance.

Phone Usage: Lack of professionalism in class (lack of participation or preparation, checking email, texting, searching the internet, taking phone calls, phone ringing, use of foul language, etc.) will lower your Professionalism grade by 5% for each instance.

XIV. Course Policies: Student Expectations

Course Hero Policy: The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to CourseHero.com – any use of this website (including uploading materials) constitutes a violation of the academic integrity policy.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy: Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

The Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

XV. Important Dates to Remember

All the dates and assignments are tentative, and can be changed at the discretion of the registrar. Be sure to get the newest dates from the Registrar: <https://www.usf.edu/registrar/calendars/>

Drop/Add Deadline:	January 16, 2026
Withdrawal Deadline:	March 28, 2026
Spring Break	March 16-22, 2026
Test Free Week	April 27-May 1 2026
Last Day of Class	May 1, 2026