



PET 4432

Instructional Design & Content: Physical Education

Elementary I

83264 001

Fall 2026

Instructor Name

Craigory Nieman

University Course Description

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

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This is a fully in-person course.

Student Learning Outcomes

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

1. Reflect an understanding of the curricular content for elementary physical education.

- 1.1** Understand the difference between skill themes and movement concepts (FEAP 1a, 1b, 1f CF 2 NASPE 1 FSM 2, 3, 5)
 - 1.2** Describe the content progressions for teaching educational games for students in Kindergarten through grade five. (FEAP 1a, 1b, 1c, 10 CF 2, 6 NASPE 1, 6 FSM 3, 5)
- 2.** Plan and implement developmentally appropriate educational games lessons and units of instruction for all learners.
 - 2.1** Plan developmentally appropriate educational games lessons and units within the movement education model of physical education curricula for kindergarten through grade five. (FEAP 1c, 3a, CF 2, 6 NASPE 1, 2, 3, 6 FSM 2, 3, 4, 5, 7, 8)
 - 2.2** Use a variety of teaching styles to accommodate individual students' needs. (FEAP 1f, 2d, 2h, 3d, 3e, 3h, 5a, CF 5, 6 NASPE 3, 4, 6 FSM 3)
 - 2.3** Progressively increase the level of challenge in tasks on an individual basis. (FEAP 3a, 3h, 3j, CF 2, 6 NASPE 2, 3, 6 FSM 4, 7)
 - 2.4** Use language that reflects sensitivity to all students (FEAP 2d, 2e, 2f, 2h, CF 1, 5 NASPE 3, 5, 10 FSM 3)
 - 2.5** Eliminate all slang & inappropriate verbal habits. (FEAP 2e, CF 1 NASPE 5, 10 FSM)
 - 2.6** Identify safe and unsafe practices in content and provide instructional cues to promote learning and prevent injury. (FEAP 2a, 2b, CF 6 NASPE 4, 6 FSM 3, 9)
 - 2.7** Use a variety of teaching strategies to provide maximum activity levels for students (reducing teacher-talk, student organizing, etc.) (FEAP 1b, 1c, 1f, 2a, 3g, 3h, CF 6 NASPE 4, 6 FSM 3, 9)
 - 2.8** Group students reflecting knowledge of multiple strategies (FEAP 2c, 2e, 3b, 3g, 3h, CF 5 NASPE 3, 4 FSM 3)
 - 2.9** Use multiple effective class management strategies (i.e. equipment, transitions, etc.) (FEAP 2a, 2b, 2c, CF 6 NASPE 4, 6 FSM 3, 9)
- 3.** Understand and value the process of self-reflection for professional development.

3.1 Use a variety of observation forms for critiquing own teaching effectiveness.
(FEAP

5a, 5e, 5f, 6 CF 2, 4 NASPE 8 FSM 3)

3.2 Self-reflect on teaching performance via videotaped lessons. (FEAP 5b, 5c,
5e, 5f, 12

CF 2, 3, 4 NASPE 8, 9 FSM 3)

Course Objectives

By the end of this course, students will:

1. **Learn by doing:** Participate in and lead physical activities and games with students to practice elementary PE skills.
2. **Plan with guidance:** Work with the instructor to create lessons and units that match the abilities and interests of learners.
3. **Experience real teaching:** Apply classroom management and teaching strategies while actively engaging students in safe and meaningful activities.
4. **Reflect and improve:** Review your own teaching through observation, feedback, and discussion to grow as a PE educator.

Required Texts and/or Readings and Course Materials

Graham, G., Holt/Hale, S.A., & Parker, M. (2025). *Children Moving* (2025 ed.). New York: McGraw-Hill. ISBN: 9781265522308.

How to Succeed in this Course

To succeed in this course, you will need to complete all readings and engage in all class activities. You will also need to manage your time to give adequate attention to course assignments.

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
 F = <59.99

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

Grade Categories and Weights

Assessment	Percent of Final Grade (Each assignment is weighted)
Professionalism	10%
Lesson Plans	40%
Physical Activity Autobiography	12.5%
Final Teaching Reflection	12.5%
Exam #1	15%
Chapter Quizzes	5%
Flipgrid Locomotor Skill	5%

Instructor Feedback Policy & Grade Dissemination

The instructor will respond to email communication within 48 hours of the date received. The instructor will provide feedback on assignments within one week of the deadline. You can access your scores using “Grades” in Canvas.

Major Topics and Course Schedule

Week and Date	Topic/ Chapter	Assignments
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Week 1 – August 24th	Course Orientation & Requirements	1. <i>Read Chapter 1 for 8/26</i>
August 26th	The Value & Purpose of PE for Children (ch 1)	1. Read. Chapter 2 for 8/31 2. Read <i>SHAPE America A Instructional Practices (for Elementary)</i> for 8/31
Week 2 – August 31st	The Skill Theme Approach (Ch. 2)	1. <i>Read chapters 3 and 4 fo</i> 2. Assign Physical Activity Autobiography due 9/27
September 2nd	Skill Themes, Movement Concepts, & the National Standards (ch 3) & Factors Effecting Teaching/Reflective Teaching (ch. 4)	1. <i>Video Creation Loc Skill Due 9/13</i> 1. Complete Kaltura – Determining Generi Skill Proficiency (C 9/13
Week 3 – September 7th	Labor Day — No class!	
September 9th	Mock Teaching in Gym Writing Lesson Objectives & Planning and Developing the Content (ch. 6)	
Week 4 – September 14th	Writing Lesson Objectives	
September 16th	Writing Lesson Plans/Objectives Practice	Read Ch. 7 & 8 Children M 9/21
Week 5 – September 21 st	Establishing and Environment for Learning (ch. 7) Maintaining Appropriate Behavior (ch. 8)	
September 23rd	Homeschool PE Lesson Planning (for 10/7)	
Week 6 – September 28th	Homeschool PE Lesson Planning with Dr. Nieman	

September 30th	Homeschool PE Lesson Teaching (Chasing, Dodging, Fleeing/Cooperative Activities) (K-5) – <i>Dr. Nieman and Flory Leading</i>	Homeschool Lesson Plan # 2
Week 7 – October 5th	Homeschool PE Lesson Planning	
October 7th	Homeschool PE Lesson Teaching #1 (Underhand Throwing/Rolling – K-2) (Dribbling with Hands – 3-5)	Homeschool Lesson Plan # 9
Week 8 – October 12th	Homeschool PE Lesson Planning	
October 14 th	Homeschool PE Lesson Teaching #2 (Overhand Throwing and Catching – K-2) (Volleying – 3-5)	Homeschool Lesson Plan # 16
Week 9 – October 19th	Homeschool PE Lesson Planning	
October 21st	Homeschool PE Lesson Teaching #3 (Volleying, K-2) (Underhand Throwing/Rolling – 3-5)	Homeschool Lesson Plan # 23 Exam # 1 due 10/25
Week 10 – October 26th	Homeschool PE Lesson Planning	
October 28th	Homeschool PE Lesson Teaching #4 (Dribbling with Hands, K-2) (Overhand Throwing and Catching – 3-5)	Homeschool Lesson Plan # 30
Week 11 – November 2 nd	Homeschool PE Lesson Planning	
November 4th	Homeschool PE Lesson Teaching #5 (Dribbling with Feet K-2) (Short Handled Implements 3-5)	Homeschool Lesson Plan # 6
Week 12 –November 9 th	Homeschool PE Lesson Teaching #6 (Kicking, K-2) (Long-handled implements, 3-5)	

November 11th	Veteran's Day	Homeschool Lesson Plan # 13
Week 13 – November 16th	Homeschool PE Lesson Planning <i>Complete Ch. 31 Educational Games</i>	
November 18th	Homeschool PE Lesson Teaching #7 (Short Handled Implements, K-2) (Dribbling with feet, 3-5)	Homeschool Lesson Plan # 20
Week 14 – November 23rd	Thanksgiving Break! No Class	
November 25th	Thanksgiving Break! No Class	
Week 15 – November 30th	Homeschool PE Lesson Planning	1. Educational Games Kaltn 12/6 2. Homeschool PE Final Re due 12/6
December 2nd	Homeschool PE Lesson Teaching #8 (Long-Handled Implements, K-2) (Kicking, 3-5)	

*All dates are tentative and may be changed at discretion of the instructor.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a

university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Attendance Policy: 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 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).

Late Work Policy:

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 (I can be flexible with dates, however, you need to communicate with me prior to the due

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

Extra Credit Policy:

There is no extra credit in the course.

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.

Final Examinations Policy: All final exams are to be scheduled in accordance with the University's final examination policy.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: 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. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically

evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

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.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if

someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg 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 Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who

habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.

- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

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 (for in-campus sessions only).

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.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

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, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)