## Basic Course Information

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|---|---|---|---|
| Semester: | **Spring 26** | Instructor Name: | **Hector Vildosola "Coach Hector"** |
| Course Title & #: | **ES 211 Physical Education in the Elementary School** | Email: | **Hector.vildosola@imperial.edu** |
| CRN #: | **20964** | Webpage (optional): | |
| Classroom: | **404** | Office #: | **758** |
| Class Dates: | **Feb 17th – Jun 12th** | Office Hours: | **Monday , Wednesday 10- 11 am Online Tuesday , Thursday 10- 11 am office** |
| Class Days: | **Tuesday – online** | Office Phone #: | **760-355-6342** |
| Class Times: | **8- 9:25 AM** | Emergency Contact: | |
| Units: | **3** | Class Format: | **Hybrid** |

## Course Description

This course is designed to prepare the elementary school teacher to teach the whole child through physical education. (Formerly PE 211) (CSU)

## Course Prerequisite(s) and/or Corequisite(s)

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Create and perform appropriate elementary PE lessons.
2. Determine and evaluate appropriate and inappropriate elementary PE practices and lesson components.
3. Critique lesson highlights and needed improvements.

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe physical fitness components, such as flexibility, muscular strength and endurance, cardiorespiratory endurance, and body composition, in comprehensive personal fitness development programs, including developing persons with disabilities

2. Discover the characteristics of different age levels for physical education programs and methods of teaching for various age groups. Describe the scope of physical development at different ages, including how growth spurts (changes in height and weight) and body type will impact movement and coordination in children and young adults.
3. Identify potential impacts on the development of children and young adolescents from genetic or organic causes, sociocultural factors (e.g., family, race, cultural perspective), socioeconomic factors (e.g., poverty, class), and sex and gender
4. Analyze the growth and development of children to develop a positive self-image and integrate psychological skills such as goal setting to promote lifelong participation in physical activity in an inclusive and equitable environment.
5. Analyze movement fundamentals, describing critical elements of fundamental movement skills, movement concepts, body awareness, space awareness, and movement exploration, listing locomotor, non-locomotor skills, and object manipulation. Identify the sequential development of fine and gross motor skills in children and young adolescents.
6. Identify a variety of traditional and nontraditional games, sports, dance, and other physical activities that will improve our students' motor and social skills.
7. Integrate academic concepts, such as math and science, into the physical education curriculum, helping develop an interdisciplinary approach.
8. Discover different methods and techniques in teaching a wide variety of activities. Cite basic rules and social etiquette for physical activities, including the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages and capabilities, creating an inclusive and equitable environment.

## Textbooks & Other Resources or Links

Pangrazi, R. and Beighle, A. 2020. *Dynamic Physical Education for Elementery School Children* 19th edition. Human kinetics
ISBN: **9781492590262**

## Course Requirements and Instructional Methods

Instructional methods include the following;
- Demonstration,
- Discussion,
- Group Activity,
- Individual Assistance,
- Lab Activity,
- Lecture,
- Audio Visual,
- Computer Assisted Instruction,
- Distance Learning.

Regular and Effective Contact Policy for Distance Education Background In hybrid or fully online courses, ensuring regular effective contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course, the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits. Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-

to- face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each distance education course/section or session." Imperial Valley College Policy All distance education courses at Imperial Valley College, whether hybrid or fully online, will include regular effective contact as described below:

1. Initiated interaction and frequency of contact. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.

2. Establishing expectations and managing unexpected instructor absence. An instructor and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought Distance Education Committee – 04/09/14 2 who can assist students while the instructor is unavailable. If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth, students must be informed via email or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

3. Type of Contact Regarding the type of contact that will exist in all Imperial Valley College distance learning courses, instructors will use the following resources to maintain contact with students:
a. Orientation material;
b. Weekly announcements in the course management system;
c. Threaded discussion boards within the course management system with appropriate instructor participation ("Questions for the Instructor" forums are good, but should be used in conjunction with other forums);
d. Email contact within or outside Blackboard (response to student emails recommended within 24-48 hours); and
e. Timely feedback for student work (recommended within 7-10 days). In addition to items a through e above, it is recommended that instructors use at least two or more of the following resources to maintain additional contact with students:
f. Participation in online group collaboration projects g
. Face-to-face informal meetings (e.g. review sessions)
h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
i. Regular podcasts
j. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

**What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:
-Park in every other space (empty space BETWEEN vehicles)
-Must have facemask available
-For best reception park near buildings 4
- Only park at marked student spaces
-Only owners of a valid disabled placard may use disabled parking spaces
-Only members of the same household in each vehicle
-Occupants **MUST** remain in vehicles
-Restrooms and other on-campus services not available
-College campus safety will monitor the parking lot
-Student code of conduct and all other parking guidelines are in effect
-Please do not leave any trash behind
**-No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455

## Course Grading Based on Course Objectives

*Letter grade based on course participation which include the following:*
- Class Activity
- Exam(s)
- Discussions
- Oral Assignments
- Quizzes
- Written Assignments
- Essay
- Problem Solving Exercise

## Course Grading Structure

| Assessment Category | Description of Student Activities | Points Possible |
|---|---|---|
| Class Participation & Instructional Practice | Group work, lesson planning, teaching activities, skill demonstrations, and attendance. Emphasis on active participation, collaboration, and professional behavior. | 200 |
| Weekly Module Activities | Online discussions, quizzes, short written reflections, and research-based assignments aligned with weekly course objectives (approximately 20 points per week). | 300 |
| Final Project | Comprehensive lesson plan and formal teaching demonstration assessing instructional design, delivery, organization, and professionalism. | 100 |
| **Total Points Possible** | | **600** |

## Grading Scale

| Letter Grade | Point Range |
|---|---|
| **A** | 600–640 points |
| **B** | 580–599 points |
| **C** | 520–579 points |
| **D** | 460–519 points |
| **F** | 459 points and below |

## Assessment Specifications

- **Class Participation & Instructional Practice (200 points):**
  Students are expected to attend all scheduled class sessions, actively engage in group work, contribute to lesson planning activities, and participate in teaching demonstrations. Points are awarded based on preparation, effort, collaboration, and professionalism.
- **Weekly Module Activities (300 points):**
  Students will complete weekly learning modules that may include discussion board posts, quizzes, research summaries, and applied assignments. These activities reinforce course content and are designed to promote consistent engagement throughout the semester.
- **Final Project (100 points):**
  The final project consists of a written lesson plan and a teaching demonstration. Students will be evaluated on

clarity of objectives, instructional strategies, organization, content accuracy, and ability to effectively teach peers.

## Course Policies

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

**What does it mean to "attend" an online class?**
Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

## *Classroom etiquette*
⬚ Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
⬚ Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
⬚ Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
⬚ Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

**How do I act differently if I have an on-ground class during COVID?**
**1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
a. Even if your symptoms are mild, stay home.
b. Email your instructor to explain why you are missing class.
c. If you are sick with COVID-19 or think you might have COVID-19, provides CDC guidance.
d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.

e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

**2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**

a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

**3. BRING A MASK TO CLASS (and always wear it).**

a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

**4. GO DIRECTLY TO YOUR CLASSROOM.**

a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.

**5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**

a. Your classroom is equipped with cleaning supplies. Use them as needed.

**6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**

a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

**7. BRING YOUR OWN FOOD AND DRINKS.**

a. There is no food service currently offered on campus.

## *Classroom netiquette*

⬚ What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

⬚ Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

**How am I expected to act in an online "classroom" (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

**1) Be RESPECTFUL**

a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

**2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

**a.** People walking around and pets barking can be a distraction.

**3) EAT AT A DIFFERENT TIME.**

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a. Crunching food or chugging drinks is distracting for others.

b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

**4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

a. It is hard to see you in dim lighting so find a location with light.

b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

**5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

a. If you are using the camera, show your face; it helps others see your non-verbal cues.

b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

**6) Be READY TO LEARN AND PAY ATTENTION**

a. Catch up on other emails or other work later.

b. If you are Zooming, silence your phone and put it away.

c. If you are in a room with a TV – turn it off.

**7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

**8) REMEMBER TO UNMUTE WHEN SPEAKING**

a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.

b. Do not speak when someone else is speaking.

**9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

**10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

# Academic Honesty

⬚ What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

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(11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
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**How am I expected to act in an online "classroom" (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

**11) Be RESPECTFUL**

a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

**12) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

**a.** People walking around and pets barking can be a distraction.

**13) EAT AT A DIFFERENT TIME.**

a. Crunching food or chugging drinks is distracting for others.

b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

**14) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

a. It is hard to see you in dim lighting so find a location with light.

b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

**15) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

a. If you are using the camera, show your face; it helps others see your non-verbal cues.

b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

**16) Be READY TO LEARN AND PAY ATTENTION**

a. Catch up on other emails or other work later.

b. If you are Zooming, silence your phone and put it away.

c. If you are in a room with a TV – turn it off.

**17) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

**18) REMEMBER TO UNMUTE WHEN SPEAKING**

a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.

b. Do not speak when someone else is speaking.

**19) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

**20) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

**Other Course Information**

 **CORE CONTENT:**
**Lecture Outline**

- Discover the role of physical activity in developing a positive self-image.  How psychological skills such as goal setting are selected to promote lifelong participation in physical activity.
- Identify individual differences in physical development.  Describe the influence of growth spurts (changes in height and weight) and body type on movement and coordination.
- Identify potential impacts on the development of children and young adolescents from genetic or organic causes, sociocultural factors (e.g., family, race, cultural perspective), socioeconomic factors (e.g., poverty, class), and sex and gender.
- Cite basic rules and social etiquette for physical activities, including the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages.

Section 2: The instructional process

- It will help students understand the significance of cultural and historical influences on games, sports, dance, and other physical activities, while also looking at activities that provide opportunities for enjoyment, self-expression, and communication.
- Students identify health and fitness benefits and associated risks, supporting a physically active lifestyle related to safety and medical factors (e.g., asthma, diabetes).

Section 3: Program Implementation

- Cite several ways to assess students' learning.  Students will learn the implementation of technology to help assess students.
- Students will learn legal terms that are common in suits against educators - guidelines for proper supervision of instruction, equipment, and facilities to promote a safe environment in class.
- Students will be integrating activities with other content areas, such as math and science, and developing an interdisciplinary approach.

Section 4: Teaching the objectives of physical education

- It will teach our students to recognize the impact of exercise, relaxation, nutrition, stress, and substance abuse on physical health and general well-being.
- Describe critical elements of fundamental movement skills, such as stepping in opposition when throwing or following through when kicking a ball.
- Describe physical fitness components, such as flexibility, muscular strength and endurance, cardiorespiratory endurance, and body composition, in comprehensive personal fitness development programs, including developing persons with special needs.
- Identify movement concepts, body awareness, space awareness, and movement exploration.  List locomotor skills such as skipping, non-locomotor skills such as static balancing, and object manipulation such as catching.

Section 5: Motor skills

- Describe critical elements of fundamental movement skills, such as stepping in opposition when throwing or following through when kicking a ball.
- Describe the sequential development of fine and gross motor skills in children and young adolescents.
- Identify a variety of traditional and nontraditional games, sports, dance, and other physical activities that will improve our students' motor and social skills.
- Learn various conventional and nontraditional games, sports, dance, and other physical activities that will enhance our students' motor and social skills.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

# Topics Covered

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| Week | Topic | Assignments |
|------|-------|-------------|
| Week 1 | • Module 0: Orientation | Discussion Importance of PE for the elementary school student |
| Week 2 | • Module 1: Elementary School Physical Education | Critical thinking questions Preparing a class key points and main objectives. |
| Week 3 | • Module 2: Growth & Development | Discussion Preparing a class activity; non locomotor skill emphasis |
| Week 4 | • Module 3: Quality PE Lesson | Discussion Preparing a Class activity; locomotor skills |
| Week 5 | • Module 4: PE Curriculum<br>• | Critical thinking questions Preparing a class manipulative skills (kicking &throwing) |
| Week 6 | • Module 5: Instructional Effectiveness<br>• | Discussion Preparing a class specialized motor skills (animal movements) |
| Week 7 | • Module 6: Management & Discipline<br>• | Discussion Preparing a class Gymnastics (balance and strength) |
| Week 8 | • Module 7: Children with Disabilities<br>• | Discussion Preparing a class for children with disabilities (special accommodations) |
| Week 9 | • Module 8: Evaluation & Technology<br>• | Discussion Grading and evaluation a class. Progressions and regressions to accommodate our students |
| Week 10 | • Module 9: Legal Liability, Supervision & Safety<br>• | Field activity (check local school) Preparing a class Game skills |
| Week 11 | • Module 10: Facilities, Equipment & Supplies<br>• | Field activity (check local school) Preparing a class sports; constraint led approach. |

| Week | Topic | Assignments |
|---|---|---|
| week 12 | • Module 11: Integrating Concepts in Physical Education | Discussion<br>Preparing final project (individual class of their choice) |
| Week 13 | • Module 12: Promoting & Monitoring Physical Activity | Discussion<br>Preparing final project |
| Week 14 | • Module 13: Physical Fitness | Discussion<br>Preparing final project |
| Week 15 | • Module 14: Active & Healthy Schools | Critical thinking questions<br>Final presentation last check up |
|  | • Module 15: Teaching Demonstrations | Final presentation, Class presentation. |

**\*\*\*Subject to change without prior notice\*\*\***