



**Kinesiology & Physical Education**  
**EDKP-100 Fall 2019**  
**Introduction to Physical Education in Québec (3 Credits)**  
**COURSE OUTLINE**

**Schedule:**

**Tuesday- Thursday 9:35-11:25am**

**Room 305-306 Currie & Gym 1,2**

**Lecturer: Johanne Vaillant, Room A202**

**e-mail: [johanne.vaillant@mcgill.ca](mailto:johanne.vaillant@mcgill.ca)**

**Office hours: 11:30-12 pm Mon and online**

**Phone: PEH office (514) 398-4184**

*Office hours:*

Before and after class + forum questions on *Mycourses* e & by appointment

**Instructional Method:**

Students will have a 2-hour lecture and a 1-hour lab in class or in the gym each week; however, these times are subject to variation during the semester. It is **your responsibility** as a *student to be aware of times and locations of all lectures and lab sessions*. You are **required** to check on *MyCourses* on a regular basis for course updates.

**Prerequisites:** This course is only for students in the B.Ed. Physical and Health Education program.

**Course Description:** This course is a base in physical education and health. It is one of the foundations in curriculum content knowledge and practice courses in your journey to becoming a Physical Education and Health Professional. The course will prepare students for their future role as physical and health educators.

Special emphasis will be placed on the **12 Core Professional Competencies** required by the ***Ministère de l'Éducation et de l'Enseignement supérieur*** : **MEES**. Specific attention will be paid to the following competencies: **Exit Competency 1:** To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students, **Exit Competency 2:** To communicate clearly in the language of instruction, both orally and in writing, using correct

grammar, in various contexts related to teaching, **Exit Competency 4:** To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study,, **Exit Competency 8:** To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes, **Exit Competency 11:** To engage in professional development individually and with others, and **Exit Competency 12:** To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

### **Learning Outcomes:**

At the completion of this course, the students will acquire knowledge pertaining to:

The history and the future of physical education in Québec and Canada

MELS<sup>1</sup>- Québec Education Program (QEP<sup>2</sup>)

Detailed analysis of the 3 PEH<sup>3</sup> Competencies:

- Competency 1: Perform Movement Skills in different physical activity settings.
- Competency 2: Interact with others in different physical <sup>1</sup>activity settings.
- Competency 3: Adopt a healthy and active lifestyle.

Students will also participate in a practical application of a Learning and Evaluation Situation (e.g. peer teaching of a given “complex task” from Learning and Evaluation Situation).

<sup>1</sup>MEES : *Ministère de l'Éducation, de l'Enseignement supérieur*

<sup>2</sup>QEP: Québec Education Program -2001

<sup>3</sup>PEH: Physical Education and Health

**Course Content:** Topics to be covered include detailed analysis of all MEES’s curriculum documents covering kindergarten , elementary and secondary school levels. The prescribed documents are:

- the QEP: Quebec Education Program, chapter 9.1 for physical education and health
- the POL: Progression of Learning for all levels
- the Frameworks for Evaluation of Learning

Discussion and analysis of the 12 Core Professional Competencies of the MELS also called the Exit Teaching Competencies.

An overview of the entire physical and health education program, with links to all courses in the four-year B.Ed. program at McGill.

### **Course topics**

- The role of the professional educator today in physical education and health
- MEES 12 Professional Exit Competencies for the teacher in training
- MEES Quebec Education Program Physical Education and Health  
*5 Broad Areas of Learning*  
*4 Other Competencies (formerly 9 Cross Curricular Competencies)*  
*Subject-Specific 3 Competencies for **Physical Education and Health***
- The 3 Subject-Specific PEH Competencies for elementary and high school are:  
*C 1: Perform Movement Skills in different physical activity settings.*  
*C 2: Interact with others in different physical 'activity settings.*  
*C 3: Adopt a healthy and active lifestyle*
- Curriculum content: essential knowledge and concepts to be learned.
- MEES Progression of Learning for all levels K-Grade 11
- Overview and active learning of some of the LES (*Learning and Evaluation Situations*) from the MEES
- Brief overview of the Frameworks for Evaluation of Learning
- Overview of requirements and links to course content of the 4-year physical education program at McGill, discussion format.

### **Required Course Materials:**

**Mandatory new 2019 edition course pack containing all MELS-MEES documents required for the completion of this course.**

*Course pack is available at the McGill Bookstore-all course material and documents derived from MEES*

**THE QUEBEC EDUCATION PROGRAM** Preschool, Elementary and High School Education  
*MELS 2001*

[http://www1.mels.gouv.qc.ca/sections/programmeFormation/primaire/index\\_en.asp](http://www1.mels.gouv.qc.ca/sections/programmeFormation/primaire/index_en.asp)

Also posted in *MyCourses* readings from the following textbook\* (chapter 1):

\*Additional readings may be posted to ensure adequate coverage of course content.  
Robinson D.B. & L. Randall (2014). *Teaching Physical Education Today: Canadian Perspectives Thomson Educational Publishing, Inc.*

SECTION 1: INTRODUCTION TO TEACHING PHYSICAL EDUCATION

1. *Physical Education: Looking Back, Looking Forward* (Forsberg, N. & Chorney, D.)
2. *Becoming a Teacher of Health and Physical Education* (Fletcher, T., Temertzoglou, C. & Forsberg, N.).

**Assignments and Evaluation:**

50%	<i>In-Class Labs</i>	<i>Each is due one week after lab completion</i>
10%	<i>LES Presentation</i>	<i>Team presentation – complex task –from L.E.S</i>
15%	<i>Midterm Quiz</i>	<u><i>Oct. 18<sup>th</sup></i></u>
15%	<i>Final Quiz</i>	<i>Last day of classes Monday Dec 4<sup>th</sup>.</i>
10%	<i>JWA</i>	<u><i>Participation and online reflection assignment*</i></u> .

**Important Dates**

**Last day of class : Thursday November 28<sup>th</sup>**

**Jennifer Wall Address :**

***Professional Development\* Friday November 29<sup>rd</sup> 1pm***

***\*Professional Development: Online Reflection Assignment 10%***

MEES Professional Competencies #2, # 11

This assignment is worth 10% of your final grade, including your participation at the annual Jennifer Wall Address that will be held on Friday, November 29<sup>th</sup> followed by an in-class online assignment.

This online in-class assignment will consist of answering 3 questions of reflection on the topic presented at the JWA.

**Caveat:** Acceptability for missing the address may be limited to medical and personal emergencies, but will be evaluated on a case-by-case basis.

*All written assignments must be typed (Times New Roman, 12 point font, double spaced, 1 inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items). The format for paper structure and preparation will be from the 6<sup>th</sup> edition of Publication Manual (American Psychological Association, 2009). Please consult the library website for guidance in literature searches, citation management software and APA format:*

[http://flash1r.apa.org/apastyle/basics/index.htm?\\_utma=185732729.990273369.1439564885.1439564885.1439564885.1&\\_utmb=185732729.4.10.1439564885&\\_utmc=185732729&\\_utmx=-&\\_utmz=185732729.1439564885.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&\\_utmv=-&\\_utmh=150215862](http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.990273369.1439564885.1439564885.1439564885.1&_utmb=185732729.4.10.1439564885&_utmc=185732729&_utmx=-&_utmz=185732729.1439564885.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmv=-&_utmh=150215862)

**Please note that each student will be always be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist you in the development of Exit Competency #2.**

**General Caveat for EDKP 100 :**

This course is one of your mandatory professional courses and as such students are expected to attend every class meeting (e.g., lecture and lab) for its entire duration. Every student is permitted to have two class absences (lectures and labs are counted) without requiring a make-up assignment. However, **three unexcused absences** will result in a make-up assignment that will be 5 pages in length. It is a research-based assignment that will involve gathering additional information. Each assignment will be evaluated and will form part of the student's final course grade. The assignments are due one week after the missed class. Failure to hand in the assignment(s) will result in a penalty of 7% off of your final course grade. Additionally, each class missed after 4 total absences (classes) will result in a penalty of 10% subtracted from your final course grade per missed class. No late assignments or projects accepted. No exception. WEB protocol: I will answer email questions within 24hrs on workdays.

Before each class: students are expected to check *MyCourses* for course notes and ppts, updates and information.

\*\* The course is on *MyCourses*. You are required to regularly check for course updates and information. As well, you are encouraged to read and print out a copy of each day's lecture prior to class.

\*\* To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis.

**McGill University Policy on Academic Integrity, Written Work & Accommodation of Religious Holy Days**

**McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity/> for more information).**

**L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles**

actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site <http://www.mcgill.ca/integrity/>).

**In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (Approved by Senate on 21 January 2009) (not applicable to courses in which acquiring proficiency in a language is one of the objectives)**

**Les étudiants peuvent écrire et présenter tous les examens et travaux en français.**

**Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict.** Possible solutions include: a) rescheduling the evaluation, or b) preparing an alternative evaluation for that particular student, or c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student.