

**Department of Kinesiology and Physical Education****EDKP 332 Physical Education Curriculums and Instruction****Fall 2020****COURSE OUTLINE****Lecturer: Johanne Vaillant, room 202****E-mail: [johanne.vaillant@mcgill.ca](mailto:johanne.vaillant@mcgill.ca)****Office hours: 2-3 pm Wed. online****Phone: PEH office (514) 398-4184****Classroom: online on ZOOM Wednesday 1-2 pm**

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**General Information:**

This course introduces the classroom teacher to basics of the Physical Education & Health Curriculum. The focus will be on principles, course content, management strategies and planning procedures. Students will be given the opportunity to practice teach and develop a Physical Education and Health Portfolio.

**Course Objectives:**

At the end of this course students will know:

- An overview of the physical education and health (PEH) curriculum for the elementary school: the MELS QEP- (Quebec Education Program).
- How to develop simple Learning Situations (LS) for each of the 3 PEH competencies.
- How to select and use basic instructional techniques including planning and management of Physical & Health Education classes for K , cycle 1,2,3. (k-grade 6)
- The philosophy of inclusive physical education and be able to adapt tasks based on needs
- Different ways to integrate daily physical activities in classroom subject areas in line with the new Quebec Education Program
- The health benefits associated with daily physical activity.
- The value of quality physical education and health program.

**MEES Professional Competency:** FOCUS will be on 3 competencies of the 12 Core Professional Competencies for teacher-training from the MEES:

3.To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

6. To plan, organize and supervise a class in such a way as to promote students' learning and social development.

11. To engage in professional development individually and with others.

### **Course Content:**

- The main theoretical concepts and information about the Physical Education and Health (PEH) curriculum will be given primarily in the early part of the course.
- The second half of the course will be devoted to preparing activities for online peer teaching and a portfolio on physical activities and kinesthetic learning (classroom, gym, field)- the observation and practice of appropriate teaching and learning strategies, and the collection of teaching materials.

### **Instructional Method:**

- Online Lecture
- Group Discussions
- Team work
- Peer and self- evaluation
- Portfolio preparation
- Physical activity and lifestyle habit Challenge

### **Evaluation:**

Participation/ Discussion	10%.	(weekly)
Assignment	10%.	(due Sept 11)
Mid Term Quiz	10%.	(TBA mid Oct)
Peer Teaching	25%.	(last 4 weeks)
Portfolio – PA Project	25%.	(due last day of class)
Personal Challenge	20%	(due last day of class)

### **Required Readings:**

- EDKP 332 Course Pack, available *in the McGill Bookstore*.
- **THE QUEBEC EDUCATION PROGRAM** Preschool & Elementary Education  
MELS 2001 <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/>

### **Course Requirements:**

- Active participation in **weekly** ZOOM classes.
- Attendance on ZOOM is mandatory in this course.
- **Absences of more than 2 classes will be at risk of failure.**

## **Furthermore**

### **Additional Information**

No late assignments accepted

Classes end: Wednesday November 25

Course content for EDKP 100 is entirely ONLINE and all content is on MyCourses.

Students are expected to check all course notes, PowerPoints, subscribe to announcements, discussion boards and forum.

### **Caveat:**

Attendance for all assigned matters is mandatory. A missed test / assignment will result in a grade of zero for that evaluation. Students expecting to miss an assignment / test must contact the instructor as soon as possible, provide documentation to support the reason for absence, and be given permission to miss the assignment. Acceptability for missing an assignment may be limited to medical and personal emergencies, but will be evaluated on a case-by-case basis.

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 Professional Competency #2.

## **McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates**

The Faculty of Education has enacted, effective Summer 2020, the “McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates” follow the link below and please read carefully:

<https://www.mcgill.ca/isa/student/principles>

## **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.

*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 telle 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.