



PE-203: PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PE - Physical Ed

Course Number

203

Course Title

Physical Education for Elementary School Children

Short Title

PE for Elementary School

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

2.00

Lab Units

1.00

Total Units

3.00

Hours

Lecture Contact Hours

32-36

Out of Class Hours Lecture

64-72

Lab Contact Hours

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

80 - 90

Total Out of Class Hours

64 - 72

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

No

**Do you want to propose this for Extensive Lab?**

No

Distance Education

No

Catalog Description

This course provides a comprehensive survey of physical education programs for elementary school children. It emphasizes the role and necessity of structured physical education, examines California Content Standards for instruction, and develops skills in applying these concepts in elementary school settings. Topics include motor skills and movement concepts, fitness, wellness, exercise physiology, disease prevention, nutrition, substance use awareness, and the social, historical, and cultural significance of physical education.

Codes**TOP Code (CB 03)**

0835.00 - Physical Education

CIP Code

13.1314 - Physical Education Teaching and Coaching.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Kinesiology (Masters Required)	Or
Physical Education (Masters Required)	End

Learning Objectives**Learning Objectives**

Learning Objective
1. Analyze and apply fundamental movement concepts—including body awareness, space awareness, locomotor and nonlocomotor skills, and object manipulation techniques—to design and implement developmentally appropriate activities.
2. Evaluate and design age-appropriate fitness activities by applying physical fitness components and exercise principles (frequency, intensity, time), and assess related health benefits and risks.
3. Interpret and assess biomechanics principles affecting movement, and analyze how growth, body type, and motor skill development influence children's coordination and performance.
4. Design and adapt games, sports, dance, and activities that promote inclusion, honor cultural and historical significance, and foster respect for individual differences.
5. Integrate and apply physical activity with academic content areas, facilitate social skill development (e.g., cooperation, responsible behavior), and cultivate enjoyment, self-expression, and positive self-image in children.
6. Evaluate and reflect on the impact of exercise, nutrition, stress, and lifestyle choices on overall health, and use reflective practices to enhance teaching strategies and program design.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will analyze and apply movement concepts—including body and space awareness, locomotor, non-locomotor, and object manipulation skills—to create and assess developmentally appropriate elementary physical education activities.

2. Students will evaluate biomechanical principles and the influence of growth and maturation to explain movement efficiency, coordination, and skill progression in children's fine and gross motor abilities.
3. Students will evaluate principles of health, fitness, and wellness—including physical fitness components and lifestyle factors such as nutrition and stress management—to promote safe, active, and healthy lifestyles for diverse learners.
4. Students will design inclusive physical activities that reflect diverse cultural, social, and ability backgrounds, and critique social frameworks to foster responsible, respectful participation.
5. Students will integrate physical education activities with academic content areas to enhance interdisciplinary learning opportunities and support whole-child development.
6. Students will demonstrate effective instruction in teaching elementary physical education and health content, including developmentally appropriate practices, behavior management, assessment, and lesson planning.
7. Students will describe and apply knowledge of a variety of physical activities—including traditional and nontraditional games, sports, and dance—along with the associated rules, etiquette, cooperation, competition, and opportunities for enjoyment, self-expression, and communication.

Content

Course Lecture Content

1. Introduction to Physical Education for Children
 - a. Overview of PE in elementary schools
 - b. Role and benefits of physical education
 - c. California Content Standards for PE
 - d. Introduction to DEI in PE (gender, culture, ability)
2. Movement Concepts and Motor Skills
 - a. Body awareness, space awareness, and movement exploration
 - b. Locomotor skills (running, skipping, hopping)
 - c. Nonlocomotor skills (balancing, twisting, bending)
 - d. Object manipulation skills (throwing, catching, kicking)
3. Biomechanics and Movement Analysis
 - a. Basic biomechanics concepts (gravity, friction, motion)
 - b. Critical elements of movement skills (throwing, kicking, striking)
 - c. Growth spurts, body type, and coordination
4. Health, Fitness, and Exercise Principles
 - a. Components of fitness: flexibility, strength, endurance, body composition
 - b. Exercise principles: frequency, intensity, time
 - c. Safety and medical considerations (asthma, diabetes)
 - d. Role of nutrition, relaxation, and stress management
5. Traditional and Nontraditional Activities
 - a. Games, sports, dance, and other physical activities
 - b. Rules, etiquette, and social behavior in PE
 - c. Inclusion of all students regardless of abilities or background
 - d. Teambuilding or Adventure-based Learning activities that promote SEL, community, and a sense of belonging.
 - i. With the emphasis at the elementary level on cooperative activities and fundamental motor skills rather than competitive sports.
6. Integration with Other Academic Areas
 - a. Linking PE with math, science, and other content areas
 - b. Using physical activity to reinforce academic concepts
7. Psychological and Social Development through PE
 - a. Promoting positive self-image and lifelong participation
 - b. Goal setting, teamwork, cooperation, and competition
 - c. Social and emotional learning in physical activity

8. Cultural and Historical Context of Physical Activities
 - a. History and evolution of games, sports, and dance
 - b. Cultural significance and diversity in physical activity

Course Lab Content

1. Introduction to PE in Elementary Schools
 - a. Observe and analyze PE lessons in elementary settings (real or video).
 - b. Identify and discuss the role and benefits of physical education for children.
 - c. Explore California PE Content Standards through interactive activities.
 - d. Introduce DEI concepts: gender, culture, and ability; practice inclusive instruction scenarios.
2. Movement Concepts and Motor Skills Lab
 - a. Body and Space Awareness Activities: Obstacle courses, movement exploration games.
 - b. Locomotor Skills Practice: Running, skipping, hopping, galloping drills with peer feedback.
 - c. Nonlocomotor Skills Practice: Balancing, twisting, bending exercises; partner and solo activities.
 - d. Object Manipulation Skills: Throwing, catching, kicking, striking games; skill assessment checklists.
3. Biomechanics and Movement Analysis Lab
 - a. Measure and analyze movements (throw, kick, jump) to identify critical elements.
 - b. Explore effects of gravity, friction, and motion using simple equipment (balls, mats, ramps).
 - c. Observe coordination differences across developmental stages; discuss growth spurts and body types.
4. Health, Fitness, and Exercise Principles Lab
 - a. Perform fitness tests for flexibility, strength, and endurance.
 - b. Apply exercise principles (FITT: frequency, intensity, time, type) to create sample PE lessons.
 - c. Discuss safety considerations: asthma, diabetes, injuries; simulate risk management strategies.
 - d. Explore nutrition, relaxation, and stress management through practical exercises and mindfulness activities.
5. Traditional and Nontraditional Activities Lab
 - a. Lead and participate in games, sports, and dance activities; practice teaching skills.
 - b. Apply rules, etiquette, and social behavior in PE contexts.
 - c. Modify activities to ensure inclusion for students of all abilities and backgrounds.
6. Integration with Other Academic Areas Lab
 - a. Design PE activities that reinforce math, science, or language arts concepts (e.g., counting steps, measuring distance, movement-based storytelling).
 - b. Implement cross-curricular lesson plans and reflect on learning outcomes.
 - c. Demonstrate effective instruction through teaching movement activities
7. Psychological and Social Development through PE Lab
 - a. Practice activities promoting teamwork, cooperation, and healthy competition.
 - b. Facilitate goal-setting exercises and self-assessment for children.
 - c. Explore strategies for supporting social-emotional learning through movement.
8. Cultural and Historical Context of Physical Activities Lab
 - a. Research and present historical games, dances, and sports from diverse cultures.
 - b. Plan and execute a culturally inclusive PE activity, highlighting significance and adaptations for modern classrooms.
 - c. Reflect on how culture shapes participation and attitudes toward physical activity.

Methods of Instruction

Method

Lecture

Integration

Introduce PE in elementary schools, discuss role and benefits, California PE Standards, and DEI concepts. Demonstrate movement skills and proper techniques for locomotor, nonlocomotor, and object manipulation activities.

Method

In-class Exercises



Integration

Students practice body awareness, locomotor/nonlocomotor skills, and object manipulation through obstacle courses, games, and partner drills. Immediate feedback and skill checklists support mastery and safety.

Method

Activity

Integration

Students design and lead mini-lessons or cross-curricular PE activities (math, science integration), teaching classmates while applying DEI principles and inclusive strategies. Includes participation and teaching of experiential activity in a movement lab.

Method

Film/video Viewing and Discussion

Integration

Analyze recorded PE lessons to identify and evaluate key movement patterns, safety protocols, and inclusion strategies. As the instructor, you will review video footage to spot teaching moments, breakdowns in technique, and opportunities to increase equitable participation. You will also reflect on how student growth spurts, changing biomechanics, and individual body type differences influence movement efficiency and skill execution. Using this analysis, you will adjust your instructional strategies, progressions, feedback cues, formations, and equipment modifications to improve student engagement, maximize safety, and ensure all students are able to participate meaningfully at their developmentally appropriate level.

Method

Observation and Demonstration

Integration

Demonstrate how traditional and non-traditional activities can be modified in real time to support diverse abilities, genders, and cultural backgrounds by modeling drills, small-sided games, and skill progressions in front of the class. You will show multiple variations of each skill or activity (beginner # intermediate # advanced) so students can see how difficulty, equipment, space, or rules can be adjusted. While students participate, you will observe how they respond to these adjustments and take notes on which modifications increase access, engagement, and success. You will also model culturally inclusive PE activities and demonstrate positive, equitable communication when giving feedback, grouping students, and managing team play.

Method

Lab Activities

Integration

Students perform fitness tests, apply exercise principles (FITT), practice nutrition awareness, relaxation, and stress management activities. Emphasizes safety, adaptation for medical conditions, and mindful engagement.

Methods of Evaluation

Method

Class Participation

Integration

Students are assessed on active participation in skill stations, obstacle courses, and games. Rubric includes effort, teamwork, and safe execution of activities.



Method

Class Performance

Integration

Students perform locomotor, nonlocomotor, and object manipulation skills while being evaluated on proper technique, critical elements of movement, and application of safety and biomechanics principles.

Method

Projects

Integration

Students create and submit a PE lesson plan or cross-curricular activity incorporating DEI strategies, inclusive modifications, and fitness/exercise principles. Graded on clarity, accuracy, creativity, and inclusivity.

Method

Portfolios

Integration

Students reflect on lab experiences, video analysis, or group teaching sessions. Evaluated on depth of reflection, connection to course concepts (DEI, psychological development, motor skills), and ability to propose improvements.

Method

Quizzes

Integration

Short quizzes assess understanding of PE history, California Standards, biomechanics, components of fitness, safety considerations, and cultural/historical significance of activities.

Method

Final Performance

Integration

Students research a traditional or culturally diverse physical activity and present a demonstration or lesson. Graded on accuracy, cultural awareness, inclusive adaptation strategies, and engagement with peers.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the article "The Role of Physical Education in Child Development" (Journal of Physical Activity & Health) and write a 1–2 page reflection connecting the article to your lab experiences. Focus on how the activities supported motor skill development, incorporated diversity, equity, and inclusion (DEI) by accommodating students of varying abilities, backgrounds, and identities, and promoted



psychological and social benefits such as teamwork, confidence, and enjoyment. Include key insights from the article, your personal observations, and reflections on how inclusive practices enhance children's development in PE.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Design and lead a 10–15 minute mini PE lesson for peers that includes locomotor, nonlocomotor, and object manipulation skills. Submit a written lesson plan that includes objectives, DEI considerations, safety modifications, and integration with academic content (e.g., math or science). Ensure your lesson aligns with selected California PE Model Content Standards and includes authentic assessment strategies. For example: "Students will demonstrate proficiency in locomotor skills while changing speed and direction (CA PE Standards 1.2 & 1.4), explain how these movements support cardiovascular health (Standards 2.2 & 3.2), and reflect on their performance through teacher observation and self-assessment."

Purpose: Evaluates practical teaching skills and the ability to plan inclusive, standards-aligned lessons.

Evaluation: Rubric-based grading on teaching execution, written plan quality, safety, inclusivity, and creativity.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

After participating in lab sessions on traditional and nontraditional physical activities, write a 1-page journal entry reflecting on your observations and experiences related to teamwork, cooperation, and social-emotional learning. In your reflection, describe specific ways you would modify the activity to support children of varying abilities, genders, cultural backgrounds, or other diverse identities, ensuring that all students can participate safely and meaningfully. Consider how your modifications foster inclusive environments, promote equitable participation, and support the development of confidence, communication, and interpersonal skills.

Purpose: Encourages self-assessment, critical reflection, and thoughtful application of DEI principles while integrating concepts of psychological and social development in physical education.

Evaluation: Graded on completeness, depth of reflection, and demonstration of inclusive thinking. Students should provide concrete examples of modifications and demonstrate awareness of how diversity, equity, and inclusion impact participation and learning outcomes.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative



Assignment

You will have an opportunity to demonstrate practical application of course content and techniques/skills learned during lab on campus. In pairs, you will plan (complete and turn in a lesson plan) and facilitate a 10-14 min lesson on specific skill themes from the textbook. The lesson plan will provide detailed information of tasks that will be used to teach the assigned skill theme to a small group of classmates. A hard copy of the lesson plan is due the day assigned to facilitate the lesson. Students will select tasks from the course textbook and use the lesson plan.

Course Materials

Textbooks

Children Moving: A Reflective Approach to Teaching Physical Education (10th Edition, 2025) by George Graham, Shirley Ann Holt/Hale, and Melissa Parker; McGraw-Hill Higher Education; Print ISBN: 9781264918836, Loose-leaf ISBN: 9781265522308, eText ISBN: 9781266714856.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course intentionally integrates diversity, equity, and inclusion (DEI) throughout both its content and instructional practices. Students explore DEI concepts in the context of physical education, examining how gender, culture, race, ability, and other identities impact participation and engagement in movement activities. Lab activities, games, and skill stations are designed with modifications and accommodations so that all students—regardless of background or ability—can participate safely and meaningfully. Discussions, reflective assignments, and group projects encourage students to examine bias, celebrate cultural diversity, and apply inclusive teaching strategies. Additionally, culturally responsive examples, historical perspectives on games and dance, and strategies for promoting equitable participation highlight the importance of creating welcoming and inclusive PE environments. DEI principles are also embedded within the course's Methods of Instruction (MOIs) and Methods of Evaluation (MOEs), ensuring that teaching strategies, assessments, and learning activities reflect inclusive practices and provide equitable opportunities for all students to succeed.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments, instruction, evaluation, course content, and interactions are intentionally designed to meet the needs of diverse learners and promote an equitable learning environment. Assignments include reflective writing, skill demonstrations, and readings that allow students to connect personal experiences, cultural perspectives, and individual abilities to course concepts. Instruction incorporates inclusive strategies such as modified activities, use of props, small-group collaboration, and peer teaching, ensuring that all students can participate safely and successfully regardless of physical ability, learning style, or background. Evaluation methods are varied—rubrics for skill assessments, journals, quizzes, and presentations—so students can demonstrate learning in multiple ways, accommodating different strengths and reducing bias. Course content includes DEI principles, cultural and historical perspectives on physical activity, and awareness of gender, ability, and cultural diversity, helping students understand the importance of inclusion in PE settings. Finally, interactions are structured to foster collaboration, respectful communication, and peer support, creating a classroom culture where all voices are valued and students feel empowered to contribute, learn, and lead.

Interactions**Explain how the course will incorporate student-to-student interaction.**

The course emphasizes collaborative learning through structured student-to-student interaction in both lab and classroom settings. Students participate in partner and small-group activities during skill stations, games, and movement exploration, allowing them to practice communication, teamwork, and cooperative problem-solving. Peer teaching and group projects provide opportunities for students to lead activities, give constructive feedback, and reflect on one another's performance. Discussions and reflective exercises further encourage sharing perspectives, cultural insights, and personal experiences, fostering an inclusive and supportive learning environment where all students learn from each other.

Explain how the course will incorporate instructor-to-student interaction.

The course fosters instructor-to-student interaction through guided demonstrations, individualized feedback, and ongoing coaching during lab activities and skill stations. Instructors circulate during practice to provide real-time corrections, answer questions, and offer modifications to ensure safety, inclusivity, and skill development. Lectures, mini-discussions, and debriefs allow instructors to clarify concepts, connect theory to practice, and facilitate reflection. Additionally, instructors provide feedback on assignments, journals, and lesson plans, supporting students' growth, understanding of DEI principles, and application of best practices in physical education.

Explain how the course will incorporate student-to-content interaction.

Students engage with course content through a combination of hands-on lab activities, readings, reflective writing, and applied lesson design. They explore physical education concepts, DEI principles, biomechanics, and movement analysis by practicing skills, analyzing videos, and connecting theoretical knowledge to real-world teaching scenarios. Assignments such as journals, quizzes, and lesson plan projects require students to synthesize information, apply concepts to diverse learners, and demonstrate understanding of both academic and practical aspects of physical education. This integration ensures that students actively interact with the material rather than passively receive information, promoting deeper learning and skill mastery.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course promotes metacognitive engagement by encouraging students to reflect on their own learning, skill development, and personal growth. Through journals, self-assessment checklists, and guided reflection prompts, students evaluate their performance in motor skills, fitness activities, and lesson design, identifying strengths and areas for improvement. This process helps students set goals, monitor progress, and make intentional adjustments to their practice, fostering self-awareness, critical thinking, and lifelong learning habits in physical education.