

San Jose State University: Spring 2013
KIN 172: ELEMENTARY SCHOOL PROGRAMS, K-6
MW 8:30 – 10:20 a.m., SPX 77 & SPX 44A

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Office Hours: MW 10:30 -11:30 a.m., **Office:** SPX 71
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Course Description:

Physical Education K-6 curricular philosophy, principles and activities appropriate for elementary school. Lecture/Activity 4 hours. 3 units.

Prerequisite

KIN 70 for majors/minors or instructor consent; KIN 165 or KIN 173.
Co-requisites: KIN 170B or KIN 170C.

Course Website:

Copies of course materials such as the syllabus, major assignment handouts, etc. may be found on the courses related Desire to Learn (D2L) web page. You are responsible for regularly checking with the website.

Required Textbooks:

Pangrazi, R.P. & Beighle, A. (2009). *Dynamic physical education for elementary school children* (16th ed.). San Francisco, CA: Benjamin Cummings.

Other Resources:

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). New York, NY: The McGraw-Hill Companies.

California Department of Education. (2009). *Physical education physical education framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA: CDE Press.
<http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>

Program Learning Objectives (PLO's):

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To apply scholarship and practice of different movement forms to enhance movement competence
4. To articulate sustainable approaches as they relate to kinesiology.
5. To articulate social justice and equity issues related to kinesiology for various populations.

Course/Student Learning Objectives (SLO's):

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

1. Understand the purpose, benefits, and characteristics of a quality elementary physical education program. (PLO 1)
2. Diagram equipment setups and class organizations as part of lesson planning. (PLO 2)
3. Identify where routines and procedures will aid class efficiency. (PLO 2)
4. Describe the national standards for K-12 physical education and provide examples of how their new knowledge can be used to achieve many of the suggested K-6 guidelines. (PLO 1)
5. Create developmentally appropriate physical education curriculum for children. (PLO 1 & 3)
6. Choose appropriate teaching strategies based on specific content. (PLO 1)
7. Organize and implement developmentally appropriate progressions for sequential and broader understandings. (PLO 2 & 3)
8. Demonstrate how to incorporate knowledge into movement.
9. Explain the inclusion of fitness and wellness concepts in the curriculum and how fitness concepts differ from fitness activities. (PLO 2)
10. Demonstrate and explain how to incorporate a fitness for life theme into each lesson. (PLO 2 & 3)
11. Identify effective teaching techniques, motivational methods, and effective disciplinary techniques. (PLO 1 & 5)
12. Accurately and systematically analyze and observe the process of teaching and learning in physical activity setting. (PLO 1)
13. Write developmentally appropriate skill theme lesson plans. (PLO 2 & 3)
14. Recognize and use technology as a tool to enhance teaching and learning in physical education. (PLO 1 & 2)
15. Include music, bulletin boards, task cards, posters or technology as part of lesson/unit plans. (PLO 2 & 5)

Definition of a Credit Hour:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Dropping and Adding:

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page at http://www.sjsu.edu/provost/Academic_Calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Course Requirements:

A. Assignments 30%

Assignments are designed to help meet the course objectives. See the Course Schedule for due dates. Some assignments will be completed in-class, some will need to be completed out-of-class, and others will be computer-assignments. It is imperative that you have access to the Internet.
(SLO 5, 6, 7, 14, & 15)

B. Quizzes 10%

Each day a chapter of information is covered, a quiz will be given at the first of the class. The quizzes will be very short in nature, and they will reflect the student preparedness for the class. If a student is **absent or tardy** on that day, they will receive a zero (0) for that day's quiz. **No make-up quizzes will be provided.** (SLO 1, 2, 3, 4, 9, 10, 11, 14, & 15)

C. Peer Teaching Labs 20%

Students will be responsible for developing and teaching 2 elementary level lessons that explore movement concepts and/or skill themes. The grading criteria will be based on a detailed lesson plan, the lesson design, the learning environment, and the content development. Further details on this assignment will be provided during the lecture on planning. Each student must provide a copy of their lesson plan to their peers on the day they teach. (SLO 2, 3, 6, 7, 8, 11, 12, 13, & 15)

D. Midterm and Final Exams 30%

The examinations will cover all lecture/lab materials covered in the corresponding half of the semester. **No make-up exams will be given**, except for documented serious and compelling reasons. If this should occur, the instructor must be noticed personally by telephone or email prior to the exam in question. Failure to do so will result in a grade of zero (0) for that exam
(SLO 1, 3, 4, 9, 10, 11, 14, & 15)

E. Attendance 10%

Attendance will be taken on all activity days. Proper attire for physical activity is required to receive full participation points. If you need to sit out of activity due to injury or illness, documentation from a medical official is required to receive full attendance points for that day. If you are tardy on an activity date, your attendance points will be adjusted to reflect the percentage of class time you attended.
(SLO 1 & 12)

Grading Scale:

Final grade will be assigned according to the following scale based on the total accumulated percentage points during the semester.

A+	= 97% +
A	= 96% - 94%
A -	= 93% - 90%
B+	= 89% - 87%
B	= 86% - 84%
B-	= 83% - 80%
C+	= 79% - 77%
C	= 76% - 74%
C-	= 73% - 70%
D+	= 69% - 67%
D	= 66% - 64%
D-	= 63% - 60%
F	= 59% and below

University Policies:

A. Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

B. Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Tentative Schedule:

This schedule is tentative and may change during the course of the semester. All changes to the syllabus will be discussed in class so that you have the appropriate amount of time to make adjustments to your schedules. Please bring your notebooks/textbook to class every day and consult it regularly.

DATE	TOPICS	ASSIGNMENT	CLASS ROOM
1/23	Introduction and review of syllabus		SPX 77
1/28	Chapter 1 – Understanding the Need for Physical Education		SPX 77
1/30	Chapter 3 – Preparing a Quality Lesson, Lesson Plan Format		SPX 77
2/4	Chapter 5 – Improving Instructional Effectiveness		SPX 77
2/6	Activity Day	Resource Assignment Due	SPX 44A
2/11	Chapter 6 – Management and Discipline		SPX 77
2/13	Peer Teaching/Activity Day	Lesson Plan Due	SPX 44A
2/18	Chapter 7 – Children with Disabilities		SPX 77
2/20	Peer Teaching/Activity Day	Lesson Plan Due	SPX 44A
2/25	Chapter 8 – Evaluation		SPX 77
2/27	Peer Teaching/Activity Day	Lesson Plan Due	SPX 44A
3/4	Chapter 4 - Curriculum Development		SPX 77
3/6	Review for Midterm		SPX 77
3/11	Midterm exam	Midterm Exam	SPX 77
3/13	Return Exams and Discuss Curriculum Plans		SPX 77
3/18	Chapter 9 – Legal Liability, Supervision, and Safety		SPX 77
3/20	Chapter 9 – Legal Liability, Supervision, and Safety (cont.)		SPX 77

3/25	No Class - Spring Break		
3/27	No Class - Spring Break		
4/1	No Class – Cesar Chavez Day		
4/3	Peer Teaching/Activity Day	Lesson Plan Due	SPX 44A
4/8	Peer Teaching/Activity Day	Lesson Plan Due	SPX 44A
4/10	Peer Teaching/Activity Day	Lesson Plan Due	SPX 44A
4/15	Peer Teaching/Activity Day	Lesson Plan Due	SPX 44A
4/17	Chapter 10 – Facilities, Equipment, and Supplies	Curriculum Plan Due	SPX 77
4/22	Chapter 11 – Integrating Academic Concepts		SPX 77
4/24	Activity Day		SPX 44A
4/29	Chapter 15 – Movement Concepts and Themes Chapter 16 – Fundamental Motor Skills Chapter 17 – Manipulative Skills (cont.)		SPX 77
5/1	Chapter 13 – Physical Fitness	Peer Feedback Assessment Due	SPX 77
5/6	Chapter 19 – Rhythmic Movements		SPX 77
5/8	Activity Day		SPX 44A
5/13	Review for Final Exam	KIN 170B Notebook Due	SPX 77
5/21	Tuesday, May 21, 2013 7:15 – 9:30 a.m.	Final Exam	SPX 77