San José State University
Department of Kinesiology
KIN 172, Elementary School Programs K-6, Spring 2017

Course and Contact Information

Instructor: Dr. David Daum
Office Location: SPX 113
Telephone: (408) 924-3019
Email: david.daum@sjsu.edu
Office Hours: R 11:00am-2:45pm - https://daviddaum.youcanbook.me/

Class Days/Time: R 3:00pm-6:50pm
Classroom: SPX 163; SPX 107B
Prerequisites: KIN 070 for majors/minors only or instructor consent; KIN 165 or KIN 173.

Course Description
Examines current practices for managing student behaviors, instructional technology, legal regulations, and physical fitness needs as well as exploring adolescent development.

Course Goals

SJSU Department of Kinesiology Program Learning Objectives (PLO):

1. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
2. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
4. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes (CLO)

The student will demonstrate:

1. Understanding of the purpose, benefits, and characteristics of a quality elementary physical education program.
2. How to develop and implement a developmentally appropriate lesson including; diagram equipment setups and class organizations; identify where routines and procedures will aid class efficiency; identify appropriate the national and state standards for K-12 physical education; identify appropriate teaching
strategies; organize and implement developmentally appropriate progressions for sequential movement. (PLO 1 & 2)

3. Understanding of developmentally appropriate physical education curriculum for children. (PLO 1 & 3)
4. Demonstrate how to incorporate knowledge into movement.
5. Understanding of the inclusion of fitness and wellness concepts in the curriculum and how fitness concepts differ from fitness activities. (PLO 2)
6. Identify effective teaching techniques, motivational methods, and effective disciplinary techniques.
7. Recognize and use technology as a tool (include music, bulletin boards, task cards, posters or technology as part of lesson/unit plans) to enhance teaching and learning in physical education.

Required Texts/Readings

Textbooks


Other Readings


Library Liaison

Adriana Poo: adriana.poo@sjsu.edu

Course Requirements and Assignments

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each students responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated. NO late assignments will be accepted unless prior arrangements have been made with the professor.

1. Weekly In-class Assessments: During each class there will be an assessment based on assigned readings, activities completed in class, or other in-class projects. There will be 14 given; your top 12 scores will count towards your grade.

2. Lesson Plans: Each student will teach three lessons to their peers throughout the semester. The content of each lesson will be determined at least two weeks in advance. The lesson plan will be due the night the lesson is taught. Students are required to use the provided lesson plan template and let the instructor know if any equipment they will need for their lesson one week prior to the lesson.

3. Reflections: Each student will write a 2-page reflection after lessons they teach. Reflections will cover what went well in the lessons, what needs to be improved, teachers comfort level with the lesson, a brief analysis of your partners input in planning and co-teaching the lesson, and other criteria is posted on Canvas. Reflections will be due one week after the lesson.
4. **Journals:** Each student will keep a journal documenting their observation of a minimum of 20 hours spread out over a minimum of eight (8) visits of a secondary Physical Education class. Observations must take place at a UOC approved public elementary school. The requirements of this portion of your grade include:

   a. Verification from the mentor teacher that a **MINIMUM** of 20 hours of observations were made via the hourly log sheet. This will be available on Canvas.
   b. A journal of daily reflections. These journals should be brought to class (KIN 172) each meeting and will be checked periodically.
   c. Adherence to the Professional Expectations (see below).
   d. There will be specific topics/tasks for each observation you complete. A list of options and methods will be discussed in class and available on Canvas.

5. **Final Project:** The purpose of this project is to develop an understanding of the complexities of teaching physical education and to create a portfolio that each student can take with them into job interviews and their first jobs and demonstrate understanding of what makes an effective physical education program. Parts of this final project will be worked on throughout the semester. It is important to make sure you complete all parts of this project and present it in an organized manner. Portions of this project will have a practice due date throughout the semester, if the practice is not turned in, then you will only be able to earn up to 50% of that portion of the projects points.

6. **Exams:** There will be one exam during the semester. The format of the exam will be discussed in class and cover all content discussed in class and from assigned readings.

7. **Extra Credit:** To be discussed in class and criteria posted on Canvas.

### Grading Information

At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 3rd percent in that grade category (i.e. 63%, 73%, etc.).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>In-Class Assessments</td>
<td>60</td>
</tr>
<tr>
<td>A-</td>
<td>Lesson Plans (3)</td>
<td>60 (20 Each)</td>
</tr>
<tr>
<td>B+</td>
<td>Reflections (3)</td>
<td>60 (20 Each)</td>
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<tr>
<td>B</td>
<td>Journal</td>
<td>50</td>
</tr>
<tr>
<td>B-</td>
<td>Final Project</td>
<td>60</td>
</tr>
<tr>
<td>C+</td>
<td>Exam</td>
<td>60</td>
</tr>
<tr>
<td>C</td>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
</tr>
<tr>
<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>0-209 points</td>
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</tbody>
</table>

### Classroom Protocol

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.
4. Dress and act professionally! This is a teacher preparation course and you will be treated as such. Students are expected to act and dress accordingly in the classroom setting and especially when we are working with local schools. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!

5. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.

6. If you have any questions or concerns email me, I will respond to your email within 48 hours.

**Professional Expectations and Dispositions:**

1. AT NO TIME shall the field experience student teach a full lesson. AT NO TIME shall the field experience student be unsupervised or responsible for the class being observed. Your role is to OBSERVE only, no teaching.

2. I will be professionally dressed every day in accordance with the school’s faculty/staff dress code.

3. I will work under the direct supervision of the mentor teacher.

4. I will seek advice from the mentor teacher and university faculty with any questions and concerns I may have with this field experience.

5. I will call my mentor teacher if for an emergency I am not able to be at the school site when expected. Documentation is necessary.

6. I will reflect on the lessons I observe every day and write an appropriate reflection after its completion.

8. I will be prompt and on time.

9. I will act and talk in a professional manner while at the on-site school.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
KIN 173, Elementary School Program K-6  
Course Schedule

This is a tentative schedule, if any changes are made students will be made aware at least one week prior. Text italicized is the topics for the night, text underlined is when a reading should be completed, and text in bold is when an assignment is due.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td><em>Introduction, Overview, Purpose of PE, and Warm Ups</em>, Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>2/2</td>
<td><em>Content, Philosophy of PE and Educational Games</em>, Chapters 2, 3, and 18</td>
</tr>
<tr>
<td>3</td>
<td>2/9</td>
<td><em>Motor learning, and Educational Gymnastics</em>, Chapters 4, 24, 26, 27, and 29</td>
</tr>
<tr>
<td>4</td>
<td>2/16</td>
<td><em>Objectives, Planning, Assessment, and Educational Dance</em>, Chapters 14, 15, and 30</td>
</tr>
<tr>
<td>5</td>
<td>2/23</td>
<td><em>Social and Emotional Goals and Diversity</em>, Chapters 11 and 12</td>
</tr>
<tr>
<td>6</td>
<td>3/2</td>
<td><em>Task Design, Differentiated Instruction and, Warm ups</em>, Chapter 7, Lesson Plan</td>
</tr>
<tr>
<td>7</td>
<td>3/9</td>
<td><em>Managing Behaviors, Invasion Games, Warm up, Teaching Experience (children)</em>, Chapters 13 and 19, Lesson Plan, Reflection</td>
</tr>
<tr>
<td>8</td>
<td>3/16</td>
<td><em>Presenting Cognitive Content, Invasion Games, Warm up, Teaching Experience (children, and peers)</em>, Chapters 6 and 20, Lesson Plan, Reflection</td>
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<tr>
<td>9</td>
<td>3/23</td>
<td><em>Motivating and Establishing the Learning Environment, Gymnastics, Warm up, Teaching Experience (children, and peers)</em>, Chapter 9 and 25, Lesson Plan, Reflection</td>
</tr>
<tr>
<td>10</td>
<td>3/30</td>
<td>No Class - Spring Break</td>
</tr>
<tr>
<td>11</td>
<td>4/6</td>
<td><em>Interactive and Reflective Teaching, Invasion Games, Warm up, Teaching Experience (children, and peers)</em>, Chapters 8 and 21, Lesson Plan, Reflection</td>
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<tr>
<td>12</td>
<td>4/13</td>
<td><em>Teaching Large Classes, Dance, Warm up, Teaching Experience (children, and peers)</em>, Chapters 16, 31, and 32, Lesson Plan, Reflection</td>
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<tr>
<td>13</td>
<td>4/20</td>
<td><em>Net/Wall Games, Warm up, Teaching Experience (children, and peers)</em>, Chapter 22, Lesson Plan, Reflection</td>
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<tr>
<td>14</td>
<td>4/27</td>
<td><em>Cognitive Learning Theory, Gymnastics, Warm up, Teaching Experience (children, and peers)</em>, Chapters 5 and 28, Lesson Plan, Reflection</td>
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<tr>
<td>15</td>
<td>5/4</td>
<td><em>Higher Order Thinking, Field Games, Warm up, Teaching Experience (peers)</em>, Chapters 10 and 23, Lesson Plan, Reflection</td>
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<tr>
<td>16</td>
<td>5/11</td>
<td><em>Closure, Dance, Warm up, Teaching Experience (peers)</em>, Chapter 33, Lesson Plan, Reflection, Journal, Final Project</td>
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**Study Day** 5/17  | No Class – Study Day |

**Final Exam** 5/18  | Final Exam - 2:45pm-5:00pm |