

San Jose State University: Spring 2015

Department of Kinesiology

**KIN 172: ELEMENTARY SCHOOL PROGRAMS, K---6**

**Monday-Wed 4:00pm-5:50**

**Instructor Information:**

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**Office Hours:** M/W 9:30-10:30, T 3-4pm

**KIN 172:** Physical Education K---6 curricular philosophy, principles and activities appropriate for elementary school. Lecture/Activity 4 hours. 3 units.

**Prerequisites:** KIN 70 for majors/minors or instructor consent; KIN 165 or KIN 173.

**Co---requisites:** KIN 170B or KIN 170C.

**Required Textbooks:**

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

**Other Required Resources:**

2. 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.
3. California Department of Education. (2009). Physical Education framework ( Standards are also at same website) 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
2. To effectively communicate the essential theories, scientific applications, and ethical considerations
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
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
  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.
  12. Accurately and systematically analyze and observe the process of teaching and learning in physical
  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.
  15. Include music, bulletin boards, task cards, posters or technology as part of lesson/unit plans.

### **Course Requirements:**

#### **A. Assignments 25%** (SLO 5, 6, 7, 14, & 15)

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.

#### **B. Quizzes/Reflection 25%** (SLO 1, 2, 3, 4, 9, 10, 11, 14, & 15)

Each day a chapter of information is covered, a quiz or reflection 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/reflections will be provided.

#### **C. Peer Teaching Labs 20%** (SLO 2, 3, 6, 7, 8, 11, 12, 13, & 15)

Students will be responsible for developing and teaching an elementary level lesson that explores 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.

#### **D. Midterm and Final Exams 20%** (SLO 1, 3, 4, 9, 10, 11, 14, & 15)

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

**E. Attendance 10%** (SLO 1 & 12)

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 attended.

**F. Grading:**

Final grade will be assigned according to the following scale based on the total accumulated percentage

- 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

**A. Americans with Disabilities Act**

If you need course adaptations or accommodations because of disabilities, or if you need 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 requires that all students with disabilities register with DRC to establish a record of their disability. Students should contact the Disability Resource Center (DRC). ADM 110; 408---924---6000 (voice) or 408---924---5990 (TDD). You may access their policies and services via the internet at [www.drc.sjsu.edu/policies/default.htm](http://www.drc.sjsu.edu/policies/default.htm)

**B. Academic Integrity:**

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University Academic Integrity Policy (So4---12) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. A grade of zero (0) will be assigned to the course materials in question. The policy on academic integrity can be found <http://www2.sjsu.edu/senate/S04---12.htm> or [http://www.sa.sjsu.edu/judicial\\_affairs](http://www.sa.sjsu.edu/judicial_affairs)

**C. Schedule:**

The following schedule is tentative and may change during the course of the semester. All changes to

Week two	Quiz	Read chapter 1
Week three	Peer teach 1	Read chapter 2
Week four	Lesson Plan	Read chapter 3
Week Five	Peer teach 2	...4
Week Six	Quiz	...5
Week 8	Peer teach 3	...6
Week 9	Lesson Plan	...7
Week 10	Midterm	...8
Week 11	Assignment (block plan)	...9
Week 12	peer teach	...10
Week 13		
Week 14	peer teach/lesson	
Week 15	review	

Final TBD

