San Jose State University:  
Spring 2016 Department of Kinesiology  
KIN 172: ELEMENTARY SCHOOL PROGRAMS, K-6

Tuesday and Thursday 11:30am-1:20pm  
Instructor Information:  
Robert Schmidlein, Ed.D.  
Email: robert.schmidlein@sjsu.edu  
Office Hours: Tuesday and Thursday 10:30am-11:30am, Tuesday 3:00pm-4:00pm

Course Title  
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:  

Other Required Resources:  
2. SHAPE: National Standards and Outcomes: 
   http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-
   Physical-Education.pdf  
   Standards are also at same website) for California public schools: Kindergarten 

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. 
   (PLO2)  
3. Identify where routines and procedures will aid class efficiency. (PLO 2) 
4. Describe the national standards for K-12 physical education. (PLO 1)
1 & 3)
6. Choose appropriate teaching strategies based on specific content. (PLO 1)
7. Organize and implement developmentally appropriate progressions for sequential movement.
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 education.
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. **Reflection Assignments 25 Points** (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 30 points** (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 25 points** (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 points** (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 notified 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.
F. Grading:
Final grade will be assigned according to the following scale based on the total accumulated percentage
A+ = 97% +
A = 96% --- 93%
A- = 92% --- 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

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://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 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.
<table>
<thead>
<tr>
<th>Class 1</th>
<th>Chapter 1</th>
<th>The Goals and Significance of Physical Education</th>
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<tbody>
<tr>
<td>Class 2/3</td>
<td>Chapter 2</td>
<td>Overview of the Movement Approach and Philosophy</td>
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<td>Chapter 3</td>
<td>Overview of the Content</td>
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<td>Chapter 4</td>
<td>Motor Development and Learning</td>
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<td>Class 4/5</td>
<td>Chapter 5</td>
<td>Cognitive Learning Theory</td>
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<td>Chapter 6</td>
<td>Helping Children Construct Knowledge</td>
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<td>Chapter 7</td>
<td>Task Design</td>
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<td>Chapter 8</td>
<td>Interactive Teaching</td>
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<tr>
<td>Class 6/7</td>
<td>Chapter 9</td>
<td>Motivation and Establishment of a Learning Environment</td>
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<td>Chapter 10</td>
<td>Higher-Order Thinking Skills and Inquiry-Oriented Teaching</td>
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<td>Chapter 11</td>
<td>Social and Emotional Goals</td>
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<td>Chapter 12</td>
<td>Diversity</td>
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<td>Class 8/9</td>
<td>Chapter 13</td>
<td>Managing Behavior and Misbehavior</td>
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<td>Chapter 14</td>
<td>Planning</td>
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<td>Chapter 15</td>
<td>Teaching Large Classes</td>
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<tr>
<td>Class 10/11</td>
<td>Midterm</td>
<td>Reflection assignment</td>
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<tr>
<td>Class 12/13</td>
<td>Section II</td>
<td>Health-Related Physical Activity (HRPA)</td>
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<td>Class 14/15</td>
<td>Section III</td>
<td>Educational Games Content</td>
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<td></td>
<td>Chapter 17</td>
<td>Introduction to Educational Games</td>
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<td>Chapter 18</td>
<td>Assessment in Educational Games</td>
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<td>Chapter 19</td>
<td>Teaching Game Structures, Designing and Modifying Games, and Tag</td>
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<tr>
<td>Class 15/16</td>
<td>Chapter 20</td>
<td>Invasion Games: Dribbling with Hand, Feet, and Hockey Sticks: Levels 1, 2, and 3</td>
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<tr>
<td>Class 17/18</td>
<td>Chapter 21</td>
<td>Invasion Games Catching, Passing, Kicking, and Receiving with Hands, Feet, and Hockey Sticks: Levels 1 and 2</td>
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<td>Class 19/20</td>
<td>Chapter 22</td>
<td>Modified Invasion Games and Tactics: Passing and Receiving Level 3</td>
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<td>Class 21/22</td>
<td>Chapter 23</td>
<td>Net/Wall Games: Skills, Tactics, and Modified Games: Levels 1, 2, and 3</td>
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<td>Class 23/24</td>
<td>Chapter 24</td>
<td>Overhand Throw, Batting, Catching with Gloves, and Modified Field Games and Tactics: Levels 1, 2, and 3</td>
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<td>Class 26/27</td>
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<td>Class 28/29</td>
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<td>Final Friday May 20th 9:45am</td>
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