

San Jose State University: Spring 2011
KIN 177: MOVEMENT EXPERIENCES FOR CHILDREN
4:30-6:20 PM, TU-TR, YUH 201A & SPX 44A

Instructor: Rob Friedrich

Class Location: YUH 201A / SPX 44A 4:30-6:20 pm Tuesday and Thursdays

Phone: (510) 396-5001

Email: bbcoachrob@yahoo.com Skype: bbcoachrob

Office Hours: 30 minutes before and after class, or by appointment.

Course Description: . 3 units.

Physical Education K-6 curricular philosophy and activities appropriate for elementary school personnel: emphasizes the social, emotional, physical and skill development of children in the elementary school setting. Lecture 2 hours : Activity 2 hours

Required Textbooks/Readings:

1. Pangrazi, R. (2009). Promoting Physical Activity and Health in the Classroom.

San Francisco: Pearson (2009). Book . With or without activity cards.

ISBN-13: 978-0-321-59605-5 or ISBN-10: 0-321-59605-6

You have reading assignments the first week of class.

2. Physical Education Model Content Standards for California Public Schools

California Department of Education (2006). ISBN 978-0-8011-1605-6.

You will need to buy the book if you do not have laptop to access the standards in the book online during classtime. Online link (free version) follows:

<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

Teaching Methods:

A variety of methods will be utilized in this course to promote learning. They include lecture, small and large group discussion, cooperative learning, and peer teaching. Textbook and handout readings will provide needed background information and students must be responsible for this reading whether or not it is touched on in class. Active involvement may include movement sessions with peers; observations, recordings, and analysis of teacher and student behaviors in elementary physical education classes; planning and implementing physical education lessons-alone or with a peer; and creation of teaching materials.

Goals:

The overall goals of the course are for students to have a clear vision and sound philosophy regarding children's physical education, to know how to select appropriate movement content for children, to know how to present that content in a clear and progressive manner to different populations of elementary school-aged children, and to know how to assess learning. **In short, to know why your are teaching, what to teach, how to teach, and if your teaching resulted in student learning.**

Course Objectives:

As a result of passing this course, each student should be able to:

1. Write a mission statement that reflects the recent national documents related to physical activity (e.g., 1996 Surgeon's General Report, CDC guidelines).
2. Describe the CA standards for K-12 physical education and provide examples of how the content in *the Textbook* can be used to achieve many of the suggested K-6 guidelines.
3. Define and provide practical examples of skill themes, movement concepts and fitness/wellness concepts.
4. Explain the need for generic levels of skill proficiency (GLSP) and how they are used in conjunction with skill themes to build a developmentally appropriate physical education curriculum for children.
5. Organize a developmentally appropriate progression for teaching each of the skill themes and movement concepts.
6. Identify and provide appropriate movements tasks based on the observed skill level of children.
7. Accurately describe an appropriate progression of cues (critical components) based on generic levels of skill proficiency (GLSP).
8. Explain the relationship of games, gymnastics and dance to skill themes and movement concepts.
9. Explain the inclusion of fitness and wellness concepts in the curriculum and how fitness concepts differ from fitness activities.
10. Identify effective teaching techniques, motivational methods, and effective disciplinary techniques.
11. Recognize and describe the important pedagogical skills that are thought to constitute effective physical education
12. Critically analyze and observe the process of teaching and learning in physical activity setting.
13. Realistically and accurately reflect on the teaching process and the role of the teacher.
14. Write developmentally appropriate skill theme lesson plans using a "content development format" (tasks, cues, challenges).
15. Develop and implement practical assessments for children as a way to check for understanding.
16. Recognize and use technology as a tool to enhance teaching and learning in physical education.
17. Explain the need for social skills in the physical education curriculum and how physical education can be used to enhance the development of social skills.

Evaluation Methods:

A. Professional Commitment 20%

Students are expected:

- (1) to be an involved student—listening, staying focused, trying hard, contributing to discussions, being open to learning and new ideas, having respect for others, etc,
- (2) to dress appropriately for activity sessions, teaching experiences, and field experience,
- (3) to read the assigned materials prior to class, and
- (4) consistently to bring writing implements, textbooks, and a notebook to class. You may lose one or more points for inadequate preparation, lack of, or poor participation.

B. Assignments 20%

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. Grading will be used upon the following scales:

(1) In/Out-of-Class Assignments (15)

-Task Sheets with reflections

- Statement of Philosophy

(2) Computer Lab (CL) Assignments (5)

-Locating national physical education documents of interest via the Internet

-Finding instant activities on the Internet

C. Midterm Exams 20%

Two exams will be given during specified periods of the semester. Check the right hand column of the **Course Schedule** area of the semester exam schedule. The examinations will consist of lecture/lab materials, assigned articles, and textbook chapter assignments. The midterms will be given only at the scheduled time. 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 (510 396 5001) or email prior to the final. (bbcoachrob@yahoo.com)

D. Peer Teaching Labs 20%

Students will be graded on four brief lessons they present with a group that explore the movement concepts and/or skill themes. The grading criteria will be based on a detailed lesson plan, the lesson design, the learning environment, the reflection, the actual hands-on teaching of the lesson plan by all group members, as well as appropriate content development. Further details for these assignments will be provided during the lectures.

E. Final Exam 20%

The final examination will cover all lecture/lab materials, major textbook concepts, physical education standards from the State of California, and any assigned articles proceeding the midterm. The final will be given only at the scheduled time. 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 (510 396 5001) or email (bbcoachrob@yahoo.com) prior to the final.

Grading Scale:

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

All assignment, teaching presentations, teaching experiences, and exams must be completed on time or with instructor approval at a later date to pass this course.

Scale

A+	98 %	A	92 %	A-	90 %
B+	88 %	B	82 %	B-	80 %
C+	78 %	C	72 %	C-	70 %
D+	68 %	D	62 %	D-	60 %

Course/University Policy:

A. Attendance

Note: According to University policy F69-24, "Student should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

B. Completion of Assignments

All assignments are due to the instructor at the start of class on the deadline date. Late items will not be accepted unless the student makes arrangements with the instructor ahead of time. A student must have a significant reason (e.g., severe illness or death in the family, etc.) for a make-up to be given. A make-up will be given as soon as possible after the initial date. The student must contact the instructor ASAP to make arrangements for the make-up. Written assignments **accepted and turned in late** will result in a **10%** grade reduction each day. Written assignments must be typed unless otherwise indicated. Assignments which are not typed will be issued a **10%** grade reduction.

All assignments: teaching presentations, teaching experiences, and exams must be completed on time (or, with instructor approval, at a later date) to pass this course.

C. Electronics are discouraged

Please do not use cell phones, PDA, MP3 player, and computers during class unless they are used for class-related activities. Students who use their electronic for other activities will lose Professional Commitment points for the day and will be referred to the Judicial Affairs Officer of the University for disrupting the course.

D. Individuals with Special Needs

Individuals with special needs should contact the instructor during the first week of class if special arrangements are necessary to help facilitate the learning process.

Note: Campus policy in compliance with the Americans with Disabilities Act: "If you need course adaptations or accommodations because of a disability, 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 students with disabilities register with DRC to establish a record of their disability."

E. Academic Integrity Policy

It is the role and obligation of each student to be aware of the University's Academic Integrity Policy.

Note: Academic Integrity Statement (S04-12): "Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy, 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. The policy on academic integrity can be found at: <http://www2.sjsu.edu/senate/S04-12.pdf>." or <http://www2.sjsu.edu/senate/S04-12.htm>



*Plagiarism/Cheating will not be accepted in any assignments, papers, or exams!
Read the shortened version of the University policy on academic dishonesty. See*

the Schedule of Classes or the University Catalog for further information about the university policy on academic dishonesty. Any papers/exams/assignments that include minor plagiarism ("forgetting" to put in a quote, failing to cite a reference in text) will be given an F, and there will be NO possibility of resubmitting the paper/exam/assignment for further grading. Any student handing in a paper with extensive plagiarism or handing in someone else's paper from the current or a previous semester will receive a zero and may be referred to the administration for disciplinary action. A second incident, no matter how minor will result in an F in the class. The response that you did not know or realize what you were doing is not acceptable.

Course Content and Schedule: See attached

Tentative Class Schedule

This schedule is tentative and may change during the course of the semester depending on how we progress as a class and our abilities to be in the schools. 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 syllabus to class every day and consult it regularly. **I will expect you to know when assignments are due even if we do not discuss them in class.**

Professional Commitment	20%	Preparation / Discussions/ Engagement/Notebook
In Class Assignments	15%	In class assignments ongoing TBA
Computer Lab	5%	TBA
Midterm 1	10%	Chapters 1-5, lecture /activity/ reading material
Midterm 2	10%	Chapters 6-10, lecture/activity/reading material
4 teaching assignments	20%	TBA in class short presentations to class
Final	20%	TBA 10% dedicated - 10% cumulative

WEEK	TOPICS	ASSIGNMENTS
1 1/26	Introductions and Course Outlines Breaking the Class Ice- Navigating online http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf <u>Read the Intro (pages vi-viii) BEFORE the 1st class date!</u>	Intro to Standards** Click on link and read before 1 st class date
2 Wk of 1/31	The Value and Purpose of PE for Children Quality Physical Education Competition based or Skill Based?	Intro to Standards Chapter 1-2 book K-1 Standards
3 Week of 2/7	Characteristics of an Exceptional Teacher GSLP-The Skill Theme Approach intro Effort- Motivation	Ch. 3-book 2 nd Grade Standards
4 Week of 2/14	Skill Themes Movement Concepts Differentiated Instruction	Ch. 4-book 3 rd Grade Standards

5 Week of 2/21	Physical Fitness and Wellness Learning to work in small groups- stations Computer Lab Breakout	Ch. 5-book 4 th Grade Standards
6 Week of 2/28	Reflective Teaching Traveling, Chasing, Fleeing, and Dodging Task/Build up/small games/ games paradigm	Exam 1 (10) Peer Teaching
7 Week of 3/7	Teaching Diverse Learners The use of Manipulatives Jumping and Landing	Ch. 6-7 5 th Grade Standards Peer Teaching
8 Week of 3/14	Determining Generic Levels of Skill Proficiency Transferring Weight and Rolling Balancing – Planning Computer Lab Breakout	Ch. 8-9 6 th Grade Standards Peer Teaching
9 Week of 3/21	Establishing an Environment for Learning Kicking and Punting Respect through Character Building	Exam 2 (10) Peer Teaching
10 Week of 3/28	Spring Break NO CLASS	
11 Week of 4/4	Maintaining Appropriate Behavior Throwing and Catching Safety/"The Law" **** Home Study Work Week****	Lesson Plans1 Peer Teaching
12 Week of 4/11	Developing the Content Volleying and Dribbling Making Adjustments-Assessment #1	Lesson Plans2 Peer Teaching
13 Week of 4/18	Observing Student Response-Assessment #2 Striking with Rackets , Paddles , & Long-Handed Implements	Lesson Plans3 Peer Teaching
14 Week of 4/25	Instructional Approaches- Teaching Backwards Skill Themes in Dance, Gymnastics, and Games Assessing Student Learning #3 wrap up	Lesson Plans3 Peer Teaching
15 Week of 5/2	"the Playground" vs. PE in a Child's Mind The use of Fitness Stations Example Unit Calendar... Class Project Computer Lab Breakout	Lesson Plans4 Peer Teaching

<p>16 Week of 5/9</p>	<p>Effective & Affective Teaching Scaffolding and Build Up Games The Whole or Parts of the Sum?</p>	<p>Lesson Plans4 Peer Teaching</p>
<p>17 Tuesday 5/15</p>	<p>Review and Synthesis/ Make up/ Catch up Followed by Final Date TBA</p>	