

**San José State University**  
**Department Kinesiology**  
**KIN 339, Instructional Materials and Procedures in Physical Education,**  
**Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Erin Siebert
<b>Office Location:</b>	SPXE 173D
<b>Telephone:</b>	(408) 924-3054
<b>Email:</b>	Erin.Siebert@sjsu.edu
<b>Office Hours:</b>	Tuesday/Thursday 1:30-3:30pm
<b>Class Days/Time:</b>	Tuesday 4–7:50 pm
<b>Classroom:</b>	SPXC 160; 107B
<b>Prerequisites:</b>	Departmental teacher education approval, KIN 170B, 172, and 179. Physical Education majors and minors only.

**Course Format**

This course requires regular in class physical activity participation. Come to class dressed and prepared to be physically active (i.e., closed toe shoes, running pants/shorts, hair ties, etc.).

In addition to in class participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments.

**Course Description**

Application of theories of learning and principles of teaching to the selection of instructional procedures to be used in physical education. Practical experience provided.

**Course Goals**

SJSU Department of Kinesiology Program Learning Objectives (PLO):

- Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
- Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
- 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.
- Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

## Course Learning Outcomes (CLO) (Required)

This course requires candidates to acquire knowledge and teaching behaviors necessary to develop and implement lesson plans for middle, and high school students. The three specific foci include (but not limited to) (a) curriculum development and implementation, (b) teacher effectiveness, and (c) behavior management.

Students will acquire specific competencies and upon successful completion of this course, will be able to:

- Conceptualize, write, and teach from a unit plan which reflects scope, sequence and content specific performance-based assessments such as portfolios, videos, and case studies, as well as integrated formative assessments and authentic assessments reflecting life-like scenarios
- Demonstrate effective time and student management by maximizing physical activity time (goal of 50%), monitoring classes, developing techniques and strategies of active supervision and effectively responding to off-task behavior
- Conceptualize, write, and teach from a lesson plan which reflects content standards-based objectives addressing the psychomotor, cognitive, affective, and social domains as presented in the CA State Content Standards Document (2009 Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve)
- Positive classroom management skills including strategies to address students' special needs, behavior, diversity, and class size
- Use technology in gathering and analyzing student performance data
- Knowledge of current education codes and laws regulating education in California, specifically related to physical education, fitness, and health
- An understanding of the importance of remaining current in the field through professional organizations, professional materials, and professional opportunities
- Objectively reflect on teaching practices which impact student learning and student behavior. As well as the ability to modify instruction in order to guide students toward healthy, life-long learners who are able to meet the CA physical education content standards at each grade level

## Required Texts/Readings

### Textbook

Mitchell, S., Fisette, J. (2016). *The Essentials of Teaching Physical Education*. Human Kinetics (ISBN: 9781492509165)

Darst, P.W., Pangrazi, R., Brusseau, & Erwin (2015). *Dynamic physical education for secondary students*, (8<sup>th</sup> ed), San Francisco, CA: Pearson (ISBN: 9780321934932). – NOTE: selected chapters only.

### Other Readings

California Department of Education. (2009). 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>

### Optional extras to be used as a resource for future teachers – NOT required

Darst, P.W., & Casten C. (2015). *Lesson plans for dynamic physical education for secondary students*, (8<sup>th</sup> ed), San Francisco, CA: Pearson (ISBN: 9780321967237).

Fronske, H.A., & Heath, E.M. (2015). *Teaching cues for sport skills for secondary students*, (6<sup>th</sup> ed), San Francisco, CA: Pearson (ISBN: 9780321935151).

## Library Liaison

Adriana Poo; [Adriana.Poo@sjsu.edu](mailto: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 for you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's 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. **Reading Quizzes:** Prior to each week's first class there will be an online quiz based on assigned readings. The questions will be similar to those on the midterms and will be a good assessment of your comprehension of the material prior to class. Quizzes will be open book but will be timed; you will not have enough time to look up every question. There will be 12 given; but only your top 10 scores will count towards your final grade. No make up quizzes will be given. Reading quizzes will start with the second week of classes.
2. **Lesson Plans and Reflections:** Each candidate will teach at least two 30 minute lessons to their peers throughout the semester. More opportunities for teaching and evaluation may be available depending on class size. The content of each lesson will be determined in advance. The lesson plan will be due one week prior to the lesson being taught. Students are required to use the provided lesson plan template and let the instructor know of any equipment they will need for their lesson one week prior to the lesson being taught. After the lesson has been completed, a thoughtful reflection will be completed to evaluate and discuss your teaching and how to improve it. Student's may reteach one lesson.
3. **Teaching Evaluation:** Each candidate will be evaluated on not only how well they prepare their lesson plans but how they teach their lessons. In general, students will be evaluated not only how well they present the information, but how well they address the management issues that arise during their lesson. Students will be provided with a rubric on how this portion of the grade will be determined.
4. **Unit Plan:** Each candidate will plan a unit of instruction for a secondary physical education class. A template and rubric will be provided. This project is the main focus on this class, drafts of different pieces of this project will be "due" for peer review through out the semester. The more time and energy you put into your draft assignment the less work you will have to do at the end of the semester.
5. **Exams:** There will be two midterm exams covering material presented through out the course. The format of the exam will be discussed in class and cover all content discussed in class and from assigned readings.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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

## Final Examination or Evaluation

There will be a culminating final project – the Unit Plan. This project will draw on material presented over the entire semester and will be discussed in greater detail in class. This project is due no later than 12/18 by 2:45pm on Canvas.

## Grading Information

Description	Points
Reading Quizzes (10)	10%
Exams (2)	20%
Lesson Plans (2)	20%
Teaching (2)	20%
Final - Unit Plan	30%
<b>Total</b>	<b>100%</b>

## Determination of Grades

	A = 100-94%	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 = Below 60% Unsatisfactory		

- 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.).
- Final total grades will be rounded, .49 rounds down to next whole number and .5 rounds up. This is based on your grade, not points. So if you had 327.7 points total, your grade would be 93.62%, this would be rounded to 94% and receive a letter grade of A, not A-.
- Extra credit options, if available will be announced in class only.
- 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.

## Classroom Protocol

1. Check Canvas regularly!
2. Come to class prepared. Complete listed required readings prior to coming to class.
3. Respect everyone (e.g., teacher, classmates, and guests) by not talking while they are, even on topic side conversations are not ok, 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.
5. Come to class prepared to move, this means you should wear clothing you can move in, we will be physically active during class.
6. If for any reason you need an accommodation or modification to participate in the physical activities let me know as soon as you can so alternate arrangement can be made if needed.
7. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
8. If you have any questions or concerns email me, I will respond to your email within 48 business hours (e.g., if you email me Friday at 5:30 I may not respond until the following Monday or Tuesday). All emails need to have the course number (i.e., KNED 339) at the beginning of the subject line.

## **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/> Make sure to review these university policies and resources.

# KIN 339 / Instructional Materials and Procedures in Physical Education,

## Fall 2018, Course Schedule

This is a tentative schedule; changes may be made as the course progresses. No additional coursework or assignments will be given. Students will be notified of any changes at least one week in advance in-class and/or via Canvas.

*Italicize text* represents the topics for that night, underlined text represents when a reading is assigned, Chapter # = Darst, Pangrazi, Brusseau, & Erwin, Chp. # = Mitchell, & Fissette, **bolded text** represents when an assignment is due (those dependent on teaching schedule not shown).

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	<i>Welcome, course overview, exploring competencies, purpose of PE, strengths/areas of improvement in skill instruction (PE content standards by groups)</i> <u>Start reading The John Carlos Story</u>
2	8/28	<i>Lesson plans, objectives, transitions, modifications, curriculum models</i> <u>Chp. 11 and Chapter 8</u>
3	9/4	<i>SHAPE PE content standards, Value Orientation, Differentiated instruction, Teaching Styles, Teaching Philosophy,</i> <u>Chp. 1 &amp; 3 (4-8)</u> <b>Year-long Plan Draft</b>
4	9/11	<i>Alignment in PE, Common Core,</i> <u>Chp. 2 Common Core Review Common Core document and other web resource</u>
5	9/18	<i>Block plans and year long planning, skill progression,</i> <u>Chp. 9 &amp; 10</u> <b>Introduction Statement Draft</b>
6	9/25	<i>Scope and sequence, skill progressions,</i> <u>Chapter 3 &amp; 5</u> <b>Unit Plan/Block Plan Draft</b>
7	10/2	NO CLASS due to NAFAPA Conference, <b>Online Midterm, work on Unit Plan</b> <u>Start reading Hamburgers &amp; Hot Dogs</u>
8	10/9	<i>Assessment and skill progression</i> <u>Chapter 10</u> <b>Scope and Sequence Draft</b>
9	10/16	<i>Assessment, Skill progression cont.</i> <u>Chp. 8 &amp; 14</u>
10	10/23	<i>Fitness, fitness assessment</i> <b>Lesson Plans and Assessments Drafts (at least 2)</b>
11	10/30	<i>Establish rules, routines and protocols,</i> <u>Chp. 12 and Chapter 6</u> <b>Bring at least 2 journals to support your Unit Plan project to discuss in class</b>
12	11/6	<i>Discipline, behavior redirection and following through,</i> <u>Chp. 3 &amp; 13 and Chapter 7</u>
13	11/13	<i>Advocacy (including grants), IEP Goal and Objective writing</i> <b>Justification Statement Draft</b>
14	11/20	<i>Technology, working with ELL students,</i> <u>Chp. 15</u> <b>Online Midterm</b>
15	11/27	Alternative plans (rainy day) including activities for small spaces

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	12/4	Resume, Cover Letter, Teaching Philosophy, Interviews <i>In class review/project work time, review, make-up teaching</i>
Final Exam	12/11	<b>Final Unit Plan Due on Canvas by Midnight</b>