

San José State University
Department of Kinesiology
KIN 172, Elementary School Programs K-6, Spring 2021

Course and Contact Information

Instructor:	Dr. David Daum
Office Location:	SPX 116
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Office Hours:	By appointment - https://daviddaum.youcanbook.me/
Class Days/Time:	T 2:00pm-3:50pm
Classroom:	Online – Check Canvas Course
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 Format - Online Course

This course will be conducted 100% online, as such it will require students to have access to the following:

- Stable internet access. See [Learn Anywhere](#) website for current Wi-Fi options on campus.
- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- Computer or tablet device to access the course CANVAS site, watch videos, and complete assignments
- Productivity software ([Microsoft office is free for SJSU students](#))
- A computer, tablet, or cell phone for live class meetings and responding to emails or other communications from the instructor and classmates.

Note – you are not required to share your screen during Zoom class meetings, but you are certainly welcome to!

Service Learning

This course is a virtual service-learning course. Service-learning enables students to apply what they are learning in class to issues being addressed in the community. Students then reflect upon and integrate their service experiences with course content.

SJS4 is the San José State University instance of CalStateS4 (S4), a web application hosted by the Chancellor's Office. SJS4 is used to capture curricular off-campus student placements; facilitate risk management processes required for curricular service-learning; and list approved organization site information.

Service-learning students must use SJS4 <https://app.calstates4.com/sjsu/> to:

1. log their service-learning placement,
2. complete the waiver of liability, learning plan, and participation guidelines,
3. provide emergency contact information, and
4. log final hours.

Information about SJS4 and user guides are located on the Center for Community Learning & Leadership website <http://www.sjsu.edu/ccll/sjs4/index.html>.

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

Rovegno, I. & Bandhaur, D. (2017). *Elementary physical education: Curriculum and instruction* (2nd ed), Burlington, MA: Jones & Bartlett, (ISBN-13: 9781284077988).

SHAPE America (2014). *National standards & grade-level outcomes for K-12 physical education*, Champaign, IL: Human Kinetics, (ISBN-13: 978145049626).

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>

Library Liaison

Adriana Poo: adriana.poo@sjsu.edu

Course Requirements and Assignments

All assignments are turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions are 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 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. *Course Module Completion:* Each module will include a variety of quizzes based on readings, lecture videos to watch, discussions, and/or tasks for you to complete. By completing these tasks, you will earn points. A rubric is shared on Canvas describing how these points are earned.
2. *Lesson Plan Draft:* Each student will develop a lesson plan. Topics covered in your lesson will be assigned during class. The lesson plan must be completed using the template on Canvas. A final draft will be submitted as part of the final project. More details on Canvas.
3. *Professional Learning Community (PLC):* Each student will be assigned to a PLC, these groups are designed to facilitate students supporting each other in their learning. Students will complete periodic updates and write a reflection on their experience. More details on Canvas.
4. *Video Activity Journal:* For modules 2, 3, 4, and 5, students will submit a planning worksheet designed to go into detail on not only learning cognitive knowledge about specific physical activities, but to practice them. More details 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 project's points.
6. *Exam:* There will be one exam at the end of the semester. The format of the exam will be discussed in class, however any content covered during class may be on the exam.
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.).

A	94%-100%	329-350 points
A-	90%-93.9%	315-328 points
B+	87%-89.9%	305-315 points
B	84%-86.9%	294-304 points
B-	80%-83.9%	280-293 points
C+	77%-79.9%	270-279 points
C	74%-76.9%	259-269 points
C-	70%-73.9%	245-258 points
D+	67%-69.9%	235-244 points
D	64%-66.9%	224-234 points
D-	60%-63.9%	210-223 points
F	Below 60%	0-209 points

<u>Description</u>	<u>Points</u>
Course Module (5)	50 (10 each)
Lesson Plan Draft	25
PLC	50
Video Activity Journal	100
Final Project	75
Exam	50
<u>Total</u>	350

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.

University Policies

Per [University Policy S16-9](#) relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to

remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Academic Dishonesty

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

KIN 172, 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 class*, text underlined is when a reading should be completed, and text in **bold** is when an assignment is due.

Course Schedule

Dates	Content Focus and Readings	Assignments/Tasks	CLO's
<i>Start Here Module – Things You Need to Know about the Course</i>			
1/27-2/8	<i>Getting familiar with Canvas</i> <i>Course Overview</i> <i>Course Syllabus and Schedule</i> <i>Introductions</i>	Introduce yourself (discussion)	
<i>Module 1 – Goals of Elementary Physical Education</i>			
2/2-2/15	<i>Philosophy Elementary PE – <u>Chapters 1 and 2</u></i> <i>Content in PE – <u>Chapter 3</u></i> <i>“The Wheel”- <u>Image on Canvas</u></i> <i>Warmups and Instant Activities – <u>Links on Canvas</u></i> <i>Social and Emotional Goals - <u>Chapter 11</u></i> <i>Diversity - <u>Chapter 12</u></i> <i>Objectives and Planning – <u>Chapter 14</u></i>	Attend Zoom Class Meetings (2/2; 2/9) Unpacking Standards (FP) PLC Update	1, 2, 3
<i>Module 2 – Educational Gymnastics and Dance</i>			
2/16-3/15	<i>Constraints Theory and Stages of Motor Learning – <u>Chapter 4</u></i> <i>Task Design, Differentiated Instruction – <u>Chapter 7</u></i> <i>Educational Gymnastics – <u>Chapter 24, 25, 26, and 27</u></i> <i>Group and Partner Work – <u>Chapter 28</u></i> <i>Educational Dance – <u>Chapter 30, 31, 32, and 33</u></i>	Attend Zoom Class Meetings (2/16; 2/23; 3/2; 3/9;) Scope and Sequence (FP) Video Journal PLC Update	2, 3, 7
<u><i>CAHPERD Conference (virtual) – March 11th to 13th – Free for student members</i></u>			
<i>Module 3 – Health-Related Fitness</i>			
3/16-4/5	<i>Motivating and Establishing the Learning Environment – <u>Chapter 9 and 13</u></i> <i>Assessment in PE – <u>Chapter 15</u></i> <i>Health-Related Physical Activity and Health-Related Fitness – <u>Chapter 17</u></i>	Attend Zoom Class Meetings (3/16; 3/23) Lesson Plan Overview (FP) Video Journal PLC Update	2, 3, 5, 6, 7
<u><i>Spring Break March 29th to April 2nd</i></u>			
<i>Module 4 – Teaching Games for Understanding</i>			
4/6-4/26	<i>Cognitive Learning Theory - <u>Chapter 5</u></i> <i>Presenting Cognitive Content - <u>Chapter 6</u></i>	Attend Zoom Class Meetings (4/6; 4/13; 4/20) Instant Activities (FP)	2, 3, 4, 7

	<i>Higher Order Thinking - <u>Chapter 10</u></i> <i>Educational Games – <u>Chapter 18</u></i> <i>Invasion Games – <u>Chapters 19, 20, 21</u></i>	Lesson Plan Draft Video Journal PLC Update	
<i>Module 5 - Teaching Games for Understanding Part II</i>			
4/27-5/17	<i>Interactive and Reflective Teaching - <u>Chapter 8</u></i> <i>Teaching Large Classes - <u>Chapter 16</u></i> <i>Net/Wall Games – <u>Chapter 22</u></i> <i>Field Games - <u>Chapter 23</u></i>	Attend Zoom Class Meetings (4/27; 5/4; 5/11) Video Journal PLC Update Final Project	2, 3, 7
Thursday May 20th	<u>Final Exam – 12:15-2:30pm</u>		