

San José State University
Department Kinesiology
KIN 339, Instructional Materials and Procedures in Physical Education, Course and
Contact Information

SPRING 2021

Instructor: Wendy Jones

Office Location: SPX 170...email or Zoom meeting

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Office Hours: Tuesday's 3:00-4:00 p.m.

Class Days/Time: Tuesday 4:00-7:50 p.m.

Classroom: This will be an online class, synchronous and asynchronous

Synchronous Time/Day: Mandatory meeting time Tuesday 4:00-6:00 p.m.

Asynchronous Times: TBA, generally within the week from Tuesday 6:00 p.m. to the following Tuesday 10:00 a.m.

Prerequisites: 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.

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
 - **Recommended Texts:**

- 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>
- [SHAPE America National Standards & Grade-Level Outcomes for K-12 Physical Education \(2014\) Human Kinetics](#)

Optional Texts

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*, (8th ed), San Francisco, CA: Pearson (ISBN: 9780321934932). – NOTE: selected chapters only

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*, (8th ed), San Francisco, CA: Pearson (ISBN: 9780321967237).

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

Library Liaison Adriana Poo; 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 11:59 p.m. of the due date unless otherwise stated. **NO late assignments will be accepted unless prior arrangements have been made with the instructor.**

1. **Weekly Assignments:** During each class there will be an assessment based on assigned readings, activities completed in class, or other in-class projects. There will be 14 given. NOTE: You will be given full credit for completion of the assignment. It is your responsibility to read the feedback in the comments. These comments may increase the quality of your assignment. These assignments will contribute to the final project. Alignment of each of these assignments will help to maintain focus for the final project.
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 physical education class. A template and rubric will be provided. This project is the main focus for this class, drafts of different pieces of this project will be "due" for peer review throughout 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.*

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.

Note: This course will model standards-based instructional design. The final project will be available for all of you to consider as you work your way through learning the process. We will look at backward design. When you plan for the unit plan, you, too, will start with the end in mind by establishing the summative assessment tool and scoring guide. The course is designed to help you complete the process in order to create an aligned unit/block plan.

<u>Description</u>	<u>Points</u>
In-Class Assessments (12)	200(20 pts each)
Reflection Journal (14)	140 (10 pts each)
Lesson Plans (2)	60 (30 pts each)
Teaching (2)	40 (20 pts each)
Unit Plan	150
<u>Total</u>	590 Points

Final Examination or Evaluation

There will be a culminating final project – the Block/Unit Plan. This project will draw on material presented over the entire semester and will discussed in greater detail in class. This project is due no later than 5/20/2021 by midnight on Canvas.

A	100 to 94%
A-	93 to 90%
B+	89 to 87%
B	86 to 84%
B-	83 to 80%
C+	79 to 77%
C	76- to 74%
C-	73- to 70%
D+	69 to 67%
D	66- to 64%
D-	63 to 60%
F	Below 60%

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.

KIN 339 / Instructional Materials and Procedures in Physical Education, Spring 2021, Course Schedule *(Subject to Change)*

Week 1	2/2/2021	<p><i>Lecture: Introductions, Expectations, Syllabus, Physical Literacy, Connection before Content</i></p> <p><i>Lab: Curriculum Model: Teaching Personal Social Responsibility (Don Hellison's model)</i></p> <p><i>Homework: Read Chapter 1 in SHAPE America Content Standards/Outcomes Book in Google Drive</i></p> <p><i>Watch Video "Unleashing Your Why?" and Complete "What is your Why?" form in Canvas Module week 1</i></p> <p><i>Journal Prompt</i></p>	<p><i>Due 2/10/2021:</i></p> <p><i>"What is your Why?" form 20 points</i></p> <p><i>Journal Prompt 10 points</i></p>
Week 2	2/9/2021	<p><i>Lecture: Social Emotional Learning and Content Standards</i></p> <p><i>Lab: Cooperative Learning Samples</i></p> <p><i>Homework: Watch Terri Drain's video on SBID</i></p>	<p><i>Due 2/17/2021:</i></p> <p><i>Lesson Activity using SEL and Content Standards—20 points</i></p> <p><i>Journal Prompt—10 points</i></p>

		<p><i>Write up SEL Lesson using CASEL and CA or SHAPE America standards</i></p> <p><i>Journal Prompt</i></p>	
Week 3	2/16/2021	<p><i>Lecture: Spectrum of Teaching Styles and Introduction to Final Project Standards-Based Instructional Design (Backward Planning)</i></p> <p><i>Lab: Curriculum Model—Skill Themed and Movement Themed Models</i></p> <p><i>Homework: Watch Video on “Changing the Way We Teach PE”</i></p> <p><i>Read “At Arms Length” by Sporticus</i></p> <p><i>Read “Curriculum Model” Powerpoint in the module</i></p> <p><i>Begin the YEAR LONG PLAN: at least get through the first semester</i></p> <p><i>Journal Prompt</i></p>	<p><i>Due 2/24/2021</i></p> <p><i>Half of the YEAR LONG PLAN completed—20 points</i></p> <p><i>Journal Prompt –10 points</i></p>
Week 4	2/23/2021	<p><i>Lecture: Unpacking the content standards and establishing Critical Elements</i></p> <p><i>Lab: Curriculum Models TGfU and TDfU</i></p> <p><i>Homework: Unpack one content standard from your Year Long Plan</i></p> <p><i>Journal Prompt</i></p>	<p><i>Due 3/3/2021</i></p> <p><i>Unpack one content standard—20 points</i></p> <p><i>Journal Prompt—10 points</i></p>
Week 5	3/2/2021	<p><i>Lecture: Scope and Sequence</i></p> <p><i>Lab: Curriculum Model—Sports Ed and Fitness Models</i></p> <p><i>Homework: Complete Scope and Sequence Template for chosen grade level and from Unit is Year Long Plan</i></p> <p><i>Journal Prompt</i></p>	<p><i>Due 3/10/2021</i></p> <p><i>Scope and Sequence-20 points</i></p> <p><i>Journal Prompt-10 points</i></p>
Week 6	3/9/2021	<p><i>Lecture: Essential Questions and Learning Targets</i></p>	<p><i>Due 3/17/2021</i></p> <p><i>Essential Question/Learning Targets,</i></p>

		<p><i>Lab :Differentiated Instruction and Assessment</i></p> <p><i>Homework: Complete Essential Question and Learning Target Template based on YLP, S&S, and Unpacking</i></p> <p><i>Journal Prompt</i></p>	<p><i>Critical Elements- 20 points</i></p> <p><i>Journal Prompt-10 points</i></p>
Week 7	3/16/2021	<p><i>Lecture: Assessment for Learning, Assessment OF Learning, Scoring Guides, Critical Elements</i></p> <p><i>Lab: Technology and Assessment</i></p> <p><i>Homework: Establish Critical Elements for Lesson Series</i></p> <p><i>Journal Prompt</i></p>	<p><i>Due 3/24/2021</i></p> <p><i>Critical Elements</i></p> <p><i>Journal Prompts</i></p>
Week 8	3/23/2021	<p><i>Lecture: Assessment Tools and Scoring Guides</i></p> <p><i>Lab: Grading—Standards-Based Grading, Competency-Based Grading, Grading Platforms</i></p> <p><i>Homework: Assessment Tool Template</i></p> <p><i>Journal Prompt</i></p>	<p><i>Due 3/31/2021</i></p> <p><i>Scoring Guide and Description of Assessment tools</i></p> <p><i>Journal Prompt</i></p>
Week 9	4/6/2021	<p><i>Lecture: Academic Language, ELD, and Lesson Plans</i></p> <p><i>Lab: Assessment Tool Share out Peer Assessment</i></p> <p><i>Homework: Lesson Plan #1</i></p> <p><i>Journal Prompt</i></p>	<p><i>Due 4/14/2021</i></p> <p><i>Lesson Plan #1-30 points</i></p> <p><i>Journal Prompt -10 points</i></p>
Week 10	4/13/2021	<p><i>Lecture: Questioning and Critical Thinking –Bloom, Webb, SOLO</i></p> <p><i>Lab: Student Lesson Share</i></p> <p><i>Homework: Lesson #2</i></p> <p><i>Journal Prompts</i></p>	<p><i>Due 4/21/2021</i></p> <p><i>Lesson Plan #2- 30 points</i></p> <p><i>Journal Prompt-10 points</i></p>

Week 11	4/20/2021	<i>Lecture: Focused Lesson Planning</i> <i>Lab: Student Lesson Share</i> <i>Homework: Lesson Plan #3</i>	<i>Due 4/28/2021</i> <i>Lesson Plan #3-30 points</i> <i>Journal Prompt – 10 points</i>
Week 12	4/27/2021	<i>Lecture: Summative Assessment and Block Plan</i> <i>Lab: Student Lesson Share</i> <i>Homework: Unit Plan</i>	<i>Due 5/5/2021</i> <i>Unit Plan/Block Plan</i> <i>Journal Prompt-10 points</i>
Week 13	5/4/2021	<i>Lecture: Technology that Enhances Learning</i> <i>Lab: Student Lesson Share</i> <i>Clean up Lessons, Unpacking, Scope and Sequence, finish Year Long Plan</i>	<i>Due 5/12/2021</i> <i>Completed Year Long Plan-20 points</i> <i>Journal Prompt</i>
Week 14	5/11/2021	Open Zoom for any students to clarify Block Plan Homework: Continue to work on Block Plan	<i>Due 5/19/2021</i> <i>Clean up work based on feedback</i>
Final Project	5/20/2021	Block/Unit Plan due on Canvas by Midnight 5/20/21	Due 5/20/2021