

San José State University
Department Kinesiology
KNED 339, Instructional Materials and Procedures in Physical Education,
Fall 2017

Course and Contact Information

Instructor:	Erin Siebert
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Office Hours:	Wednesdays 1–2pm Thursdays 11am – 12pm
Class Days/Time:	Tuesday 4–7:50 pm
Classroom:	SPXC 153; 107B
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

This course will give students an understanding of the changing scope of Physical Education in an era of educational reform. Students will learn about and teach a variety of lesson using various curricular models and styles. In addition, students will have opportunities to use technology and assessments in authentic settings. Students will not only focus on increasing the physical activity levels of secondary students during Physical Education, but will also promote physical activity outside of the school setting. This course will also cover strategies for advocating the importance of quality Physical Education to school and district personnel during a time when local administrators are pressured to allocate more time to core subject areas.

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*, (8th 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*, (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 (Required)

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 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. **Weekly In-class Assessments:** During each class there will be an assessment based on assigned readings, activities completed in class, or other in-class projects. There will be 12 given; your top 10 scores will count towards your grade.
2. **Lesson Plans and Reflections:** Each candidate will teach **multiple** lessons, minimum of 2, to their peers throughout the semester. The number of lessons taught depends on the number of students in the course and amount of time available to teach. The content of each lesson will be determined at least two weeks 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 discuss the lesson (see below).
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. **Reflections:** Each student will write a detailed, concise, and succinct reflection on their teaching. Students will critically evaluate what went well, what didn't, and what they would change before they taught the lesson again.
5. **Unit Plan:** Each candidate will plan a unit of instruction for a secondary physical education class. A template and rubric will be provided. This is an ongoing project and will be discussed in detail in class.
6. **Exam:** There will be one exam during the semester, a midterm exam. 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 draw on material presented over the entire semester and will discussed in greater detail in class. This project is due no later than 12/18 by 2:45pm.

Grading Information

Description	Points
In-class Assessments (10)	50 (5 pts each)
Lesson Plans (2)	100 (50 pts each)
Teaching (2)	50 (25 pts each)
Midterm	75
Final Unit Plan	150
Total	425 Points

Determination of Grades

		A = 100-94%	425-398 points	A- = 93-90%	397-381 points
B+ = 89-87%	380-368 points	B = 86-84%	367-355 points	B- = 83-80%	354-338 points
C+ = 79-77%	337-326 points	C = 76-74%	325-313 points	C- = 73-70%	312-296
D+ = 69-67%	295-283 points	D = 66-64%	282-270 points	D- = 63-60%	269-253 points
		F = Below 60% Unsatisfactory			252 points or bellow

- 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 397.7 points total, your grade would be 93.57%, 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 working with local schools.
5. Come to class prepared to move, 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 hours 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., KIN 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/>

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Fall 2017, 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, & Fisette, additional readings will be posted to Canvas, **bolded text** represents when an assignment is due (some depend on teaching schedule).

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/29	<i>Welcome, course overview, exploring competencies</i>
2	9/5	<i>Purpose of PE, PE content standard 1 <u>Chp. 1 & 4</u></i>
3	9/12	<i>Alignment in PE, Common Core, PE content standard 2 <u>Chp. 2 & 5 Common Core Review Common Core document and other web resource</u></i>
4	9/19	<i>Value orientations, differentiated instruction, teaching styles/skill improvement, PE content standard 3 <u>Chp. 6 & 13</u> Lesson Plan</i>
5	9/26	<i>Teaching styles, objectives, advocacy (including grants), transitions, PE content standard 4 <u>Chp. 7</u> Lesson Plan [In-depth skill and 20 min lessons]</i>
6	10/3	Assessment, Skill progression PE content standard 5 <u>Chp. 8 & 14</u> Lesson Plan [In-depth skill and 20 min lessons]
7	10/10	Assessment and skill progression cont. <u>Chapter 10</u> Lesson Plan [In-depth skill and 20 min lessons]
8	10/17	Fitness, fitness assessment, Curriculum Models <u>Chp. 11</u> Lesson Plan [In-depth skill and 20 min lessons]
9	10/24	Scope and sequence, skill progressions, in-depth skill and 20 min lesson, <u>Chapter 3 & 5</u> Lesson Plan [In-depth skill and 20 min lessons]
10	10/31	Block plans and year long planning, skill progression, in-depth skill and 20 min lessons, <u>Chp. 9-10</u> Lesson Plan [In-depth skill and 20 min lessons]
11	11/7	Establish rules, routines and protocols, in-depth skill and 20 min lesson <u>Chp. 12</u> Lesson Plan [In-depth skill and 20 min lessons]
12	11/14	Discipline, behavior redirection and following through, in-depth skill and 20 min lesson <u>Chp. 3</u> [In-depth skill and 20 min lessons]
13	11/21	Online Midterm Due no later than 11/21 by 7:00pm – to be completed outside of class NO CLASS – optional check-in on Unit Plan Lesson Plan
14	11/28	Technology, working with ELL students, in-depth skill and 20 min lesson <u>Chp. 15</u> Lesson Plan [In-depth skill and 20 min lessons]
15	12/5	Alternative plans (rainy day) including activities for small spaces [In-depth skill and 20 min lessons]

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	12/18	Due no later than 12/18 by 2:45pm