

San Jose State University: Fall 2015
Department of Kinesiology

**KNED 339: Instructional Materials and Procedures in Physical Education
T 4:00 – 7:50 p.m.; SPX 68 and SPX 44A; Lecture/Activity 4 hours. 3 Units**

Instructor Information

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Office Hours: M/W 11am-12pm and Tuesday 2-4pm; by appointment

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.

Prerequisites

Departmental teacher education approval, KIN 170B, 172, and 179. Physical Education majors and minors only.

Course Format

Class sessions consist of a combination of lecture, discussion, and activity instructional techniques. Students are expected to read assigned chapters **prior to appropriate class lectures**. Lectures will not be a reiteration of the chapter, but rather additional material covered by the instructor. Exams will cover both lecture material and reading assignments.

Instructional techniques are learned through required involvement in actual teaching settings. There is no uniform other than wearing something in which you are willing to work up a little sweat. Also, please be sure you wear some type of gym/aerobic shoe that will not mark the floor. **NO JEANS AND NO OPEN-TOED SHOES (e.g., flip-flops)!**

Actual teaching of peers and secondary school students (if possible) is also a part of learning instructional strategies. All students are required to participate in the teaching experiences.

Textbooks and other Resources

1. Darst, Pangrazi, Sariscsany, & Brusseau. (2012). Dynamic Physical Education for Secondary School Students (7th ed.). San Fransisco, CA: Benjamin Cummings. (ISBN 9780321722492)
2. Carole M. Casten, C.M.(2010) Lesson Plans for Dynamic Physical Education for Secondary School Students (6th ed.). San Francisco: Benjamin Cummings. (ISBN 9780321753427)
3. **PACT materials**

- Making Good Choices: A Support Guide for the PACT Teaching Event
 - Teaching Event Handbooks: Physical Education
 - Rubrics: Physical Education
- 4 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>
 - 5 National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). New York, NY: The McGraw-Hill Companies. (ISBN# 0-1851-7338-5). **(NOT Required but recommended)**

Required article readings: (You must locate these readings from E-Journals on the library system or found on Canvas)

*****Articles listed on course outline by first authors last name**

Prusak, K., et al., (2011). A Critical Look at Physical Education and What Must be Done to Address Obesity Issues. *Journal of Physical Education, Recreation, and Dance*, 82 (4), 39-46.

Lodewyk, K. (2009). Fostering critical thinking in physical education students. *Journal of Physical Education, Recreation, and Dance*, 80 (8), 12-19.

Student Learning Objectives

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 that following completion of the course, students can/will be able to:

- The ability 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
- The ability to 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
- The ability to 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
- The ability to 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

Course Requirements

This course will be interactive lecture/discussion, and activity based. Students must be prepared for movement, to teach and to actively participate. Professional behavior is expected including positive attitude, completed assignments, punctuality, and participation. The final grade is based upon the following criteria. **No late assignments will be accepted.** Consult the instructor regarding issues.

Assessments: Please make sure you are meeting the requirements of each specific assignment as detailed in the assignment handout and/or rubric.

**** Please note NO ELECTRONIC copies of assignments will be accepted! All assignments must be STAPLED and 3-hole punched! All writing is expected to be of a professional caliber, 12 pt font.**

Class Participation- 140 points (10 per class):

You must have class materials, be prepared with assignments, be ready to discuss and to contribute, to teach, and to participate, **and** be dressed for movement, including athletic shoes (no flip flops or bare feet), by the **beginning** of each class meeting. Eating is not allowed during class. Sealable water bottles only in the gym, no food or opened beverage containers. Cell phones on silent mode and may not be used for calls/texting/facebook/internet etc. while class is in session.

Newsletter – 50 points

This is a welcome back newsletter that you could distribute on your schools webpage or handout at back to school night. Make sure to include; an introduction of yourself (brief), philosophy of PE, Rules and expectations of your classroom (and consequences of breaking said rules), class format, outline of units for the year, dress code, etc. (*detailed handout on Canvas*)

Professional Materials Packet (Final)- 100 points

Each candidate will complete a professional materials packet including the following components

1. cover letter – you must find a current “real” job posting for health and physical education and write a cover letter that you would actually send along with your resume when applying for a job.
2. current resume highlighting teaching/working experience with children
3. teaching philosophy – 1-2 pages
4. professional improvement plan for the future.

The packet must include all components and **be in the order listed above.** Each component is 50 points

Lesson Plan(s) and Reflection – 50 points each

You will be teaching throughout the semester. Each lesson must be based on the **2009 CA State Physical Education Framework.** Make sure plans are developmentally appropriate lessons for each class they teach followed by a thoughtful reflection. Evidence of revisions to the lesson plan must be made after teaching. Written Lesson plans are required to be copied for each class member and must be 3-hole punched before arriving to class.

Journal article and class reading quizzes- 100 points

Quizzes will be given randomly throughout the semester on the daily reading and after each journal article is assigned.

Unit Plan – 200 points

Each candidate will plan a unit of instruction for secondary Physical Education. A template and rubric will be provided in class (Canvas).

Teaching- 50 points each

You will teach your classmates and assigned lesson (3 throughout the semester) times will vary based on the topic.

Grading

A	93-100%	B+	87-89%	C+	78-80%	D+	69-71
A-	90-92%	B	84-86%	C	75-77%	D	66-68
		B-	81-83%	C-	72-74%	F	Less than 65

Any assignments not turned in at the start of class on the designated due date will result in a grade of zero (0). There are no extra credit assignments. No late assignments will be accepted.

University Policy Information

Academic integrity statement (from Office of Judicial Affairs):

"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 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>

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."

Additional Information:

Attendance and Late Policy: Students are required to attend all classes. If for any reason you expect to be missing from class please call and email Dr. Kloeppe prior to class. If you are ill and cannot attend class you are expected to provide a doctor's note confirming your illness. The note must be submitted to your instructor at the start of the next class. *You will be allowed one medical absence with no penalty, and one unexcused absence with no penalty. Two or more unexcused absences will result in half a letter grade drop. Four or more late class arrivals will result in half a letter grade drop.*

CELL PHONES ARE NOT TO BE USED DURING CLASS TIME. IF YOU USE YOUR CELL PHONE YOU WILL BE ASKED TO LEAVE CLASS. NO EXCEPTIONS!!