

California State University, Northridge
Department of Kinesiology
Kin 470/ 470 Lab – Physical Education for Children
Fall 2008

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I Mission Statement:

Quality elementary physical education offers rich, challenging and unique experiences for children. The key element in a successful physical education program are teachers who possess the necessary attitudes and skills to plan and teach developmentally appropriate motor skills to children in an environment that is encouraging and supportive. In addition, a commitment to quality physical education requires that teachers, particularly beginning teachers, enter the teaching profession with a desire to expand upon their pre-service teaching education courses and continue their professional “journey.” They need to embrace in-service opportunities as a means to maintain a current understanding of how to select appropriate activities for children, how to deliver learning experiences that are meaningful for children and to continue to develop their skills in becoming truly effective teachers in elementary physical education.

II Purpose of the Course:

KIN 470 is a course designed to assist teachers in beginning their professional “journey.” Students completing this course will have a better understanding of how children grow, develop, and learn motor skills. They will also gain a better understanding of how to select content that is developmentally appropriate, how to organize and structure meaningful experiences for children and how to establish an environment that supports and encourages children of various skills and cultural backgrounds.

III Brief Course Description:

The theoretical and practical concepts for teaching Physical Education will be explored. The format of the class will include lecture, cooperative group presentations by students enrolled in the course, and laboratory sessions.

The lecture will include:

- A. the learning environment
- B. purpose and value of physical education and movement
- C. movement experiences in the lives of children
- D. motor learning principles and application to skill development
- E. planning a balanced physical education curriculum
- F. methods and styles of teaching
- G. planning for children with special needs
- H. evaluation techniques

The laboratory sessions will include:

- A. planned gross motor and movement activities geared toward the elementary school age student
- B. improvement of individual gross motor skill level
- C. peer teaching and evaluation

IV Learning Outcomes

The student will demonstrate the understanding of:

- A. the contribution of physical education in the overall education of children
- B. the contribution of physical activity to the growth and development of children
- C. the content areas of the elementary physical education curriculum
- D. the cognitive and affective learning outcomes included in the elementary school physical education curriculum
- E. the adaptation of physical education activities to accommodate children with special needs
- F. motor learning principles and application to skill development

The student will demonstrate the ability to:

- A. design appropriate skill progressions in physical education for children at a variety of developmental levels.
- B. Use a variety of teaching styles as they apply to elementary physical education
- C. Identify and apply effective managerial skills
- D. Design assessment strategies and tools for achieving psychomotor, cognitive and affective objectives in elementary physical education

V. Text

Graham, Holt, Parker, Children Moving

VI. Course Assignments and Point Values (Kin 470 and Kin 471L)

Attendance/Participation/Classwork

- a. Points are earned through participation in the course activities. Each day of participation represents 7% of points that can be earned during the semester. Therefore a student who misses two days will lose 14% of participation points possible, or lowered one grade level in the participation category.
- b. All absences will be counted, regardless of the circumstances or reasons for the absence.
- c. Roll will be taken at the beginning of each class AND lab. Three tardies will equal one absence

Kin 470 Points:

2 Tests: Midterm 50 pts, Final 50 pts	100 pts
2 Mini assignment: 50 pts	100 pts
Participation	100 pts

Kin 470 Lab Points:

Peer Teaching Experiences:	75 pts
Participation	75 pts
HAVE FUN!!!!!!!	

VII Grading:

A+ = 96-100%	B+ = 86-89%	C+ = 76-79%	D+ = 66-69%	F = ↓ 59%
A = 93-95%	B = 83-85%	C = 73-75%	D = 63-65%	
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%	

VIII Appropriate Dress for Class

Dress for activity..... Athletic shoes REQUIRED. Comfortable clothing that allows for maximum movement.

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Week	Date	Chapter	Proposed Schedule	Lab
1	Aug 26		The Need for Positive Movement in the Curriculum I. Your Physical Education Experience J. Quality Physical Education K. Orientation: Expectations, Grading	Creating a Positive Classroom Environment
2	Sept 2	1 9	You Set the Tone: High Expectations L. Appropriate Practices d. Establishing a Learning Environment e. Getting a Good Start: Establishing Protocols Experience in the Classroom Mini Assignment #1 Hand Out	Classroom Management
3	Sept 16	2 19 21	Appropriate Play for Children: Sequence and Support M. Skill Theme Approach f. Skill Themes :Traveling and Chasing, Fleeing, Dodging	Scope and Sequence of Locomotor Skills Toss/Catch/Throw
4	Sept 23	4	Fitness, a Lifestyle and Necessity N. Physical Fitness for Children g. Selection of Teaching Topics and Dates Mini Assignment #1 Due	Fitness and Fun!
5	Sept 30	13	Multiple Intelligences: Developing a Repertoire O. Instructional Strategies Mini Assignment #2 Hand Out Form Peer Teaching Groups	Integrated Instruction Math on the Move Bone Scrabble
6	Oct 7	10 8	Setting Goals for Self and Students Maintaining Appropriate Behavior Planning/ Curriculum Development	Rhythm and Dance
7	Oct 14		Physical Education, The Standards National Standards for Physical Education California Physical Education Framework	8 sub-discipline stations
8	Oct 21		Mid-Term	
9	Oct 28	11 32	Observation Techniques Building Support For Your Program	Social Skills Development
10	Nov 4	14 15	E. Assessing Student Learning: Developing a Rubric F. Understanding Your Teaching Mini Assignment #2 Due-Presentations	Lesson Development: a Model Intro Juggling
11	Nov 11		Holiday, Veterans' Day	
12	Nov 18	6	● Teaching Students with Special Needs	Peer Teaching
13	Nov 25		Peer Teaching	Peer Teaching
14	Dec 2		Peer Teaching	Peer Teaching
15	Dec 9		Peer Teaching	Peer Teaching
16	Dec 16		Final	

