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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 preservice teacher education courses and continue their professional “journey”. They need to embrace inservice 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 my students, 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 in 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 effective managerial skills.
- D. design assessment strategies and tools for achieving psychomotor, cognitive and affective objectives in elementary school physical education.

#### V. Text

Robert P. Pangrazi. Dynamic Physical Education for Elementary School Children (15th Ed.), and Lesson Plans for Dynamic Physical Education for Elementary School Children (15th Ed.) (The books should be shrink wrapped together in the bookstore)

#### VI. Course Assignments and Point Values(470 & 470L)

**All late work carries a 20% penalty...**

- A. Readings (stay current with the text)
- B. 2 Tests (this includes the final) (Midterm 65pts, Final 50 points)
- C. 1 Critique (25pts.)
- D. 2 Peer Teaching Experiences (20 pts. each) With a partner
- E. Cumulative Project, (40 pts.)
- F. 2 Mini assignments (20 pts. each)
- G. Attendance / Participation / Classwork (15 pts.)  
(You are needed in class. A 5-point deduction will occur for each absence after the first one.)

**Note: When you miss a lab you miss a class.**

- H. Have fun!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

**E-mail**

All e-mail contacts will be done through your CSUN account. If you do not use this account, set your preferences so that e-mails are forwarded to your preferred account.

Thank you,

*Mr. Clemmensen*

#### VII. Grading - 275 possible points

The 2 unit lecture and 1 unit lab will be computed as one grade.

A =255-275	B+ =	239-246	C+ =	211-219	D =	165-191
A- =247-254	B =	228-238	C =	200-210	F =	164 and below
	B- =	220-227	C- =	192-199		

#### VIII. Appropriate Dress For Class

**Dress for activity . . .** Athletic shoes, sweat pants, shorts or whatever you don't mind sitting on the floor in - and maybe getting dirty at times. There are facilities for changing clothes in the building.