

**California State University, Northridge**  
**Department of Kinesiology**  
**Kin 470/ 470 Lab – Physical Education for Children**  
**Spring 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:**

|  |                |
|--|----------------|
| <b>2 Tests: Midterm 50 pts, Final 50 pts</b> | <b>100 pts</b> |
| <b>2 Mini assignment: 50 pts</b>             | <b>100 pts</b> |
| <b>Participation</b>                         | <b>100 pts</b> |

**Kin 470 Lab Points:**

|                                   |               |
|-----------------------------------|---------------|
| <b>Peer Teaching Experiences:</b> | <b>75 pts</b> |
| <b>Participation</b>              | <b>75 pts</b> |
| <b>HAVE FUN!!!!!!!</b>            |               |

**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.**