

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Kinesiology

KIN 471/L

Course Information:

Units: 2,1
Semester/Year: Spring, 2008
Location: Kin.159, Gym 180
Meeting Time: 10:00 –11:50
Mon. & Wed.

Instructor Information:

Instructor: Terry Sweeting, Ph.D.
Office: Kin 254
Phone: 818-677-7570
E-mail: terry.l.sweeting@csun.edu

Required Textbook and Materials:

Graham, G., Holt/Hale, S. & Parker, M. *Children Moving - A Reflective Approach to Teaching Physical Education* (7th Ed.). McGraw-Hill Companies. New York, NY 2007

PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS : KINDERGARTEN THROUGH GRADE TWELVE (2006).Sacramento, CA: California Department of Education, pp.94. Information to order a copy: www.cde.ca.gov/re/pn/rc or call 1- 800-995-4099.

Course Description:

Content, methodology, materials, and equipment central to the planning, implementation, and evaluation of developmental physical activity programs for children. Laboratory provides observation, active participation and practical experiences in activity programs for children, with an emphasis on elementary school physical education. Not available for credit to students who have successfully completed KIN 470.

Course Objectives:

This course is designed to assist the Kinesiology major in developing the knowledge, skills and attitudes necessary to plan, implement and evaluate quality physical education programs for elementary grades.

- A. Kin 471 will assist the student in expanding his /her knowledge and understanding of the elementary physical education curriculum and its unique contribution to the developing child.**

Learning Outcomes

By the end of this course, the student will demonstrate an understanding of:

1. the contribution of physical education in the overall education of children,(SLO2)
2. the contribution of physical activity to the growth and development of children and to improving levels of fitness, (SLO2)
3. the content areas of elementary physical education curriculum

- (i.e. movement concepts and skill themes in the areas of educational games, rhythmic, dance, educational gymnastics, and cooperative/team building activities), (SLO2)
4. the cognitive and affective learning outcomes included in the elementary school physical education curriculum, (SLO2)
 5. the adaptation of physical education activities to accommodate children with diverse abilities, (SLO2)
 6. motor learning principles and application to skill development, (SLO1,2,5)
 7. safety and liability, and (SLO2)
 8. movement analysis and the relationship between fundamental motor skills and culturally defined movement forms. (SLO1,2 and 5))

B. Kin 471 will assist the student in developing the teaching skills necessary to implement an effective elementary school physical education program.

Learning Outcomes

By the end of this course, the student will demonstrate the ability to:

9. design appropriate skill progressions in physical education for children at a variety of developmental levels, (SLO2)
10. use a variety of teaching styles such as direct instruction, guided discovery, problem-solving, reciprocal teaching and cooperative learning as they apply to elementary physical education, (SLO2 & 5)
11. identify effective managerial skills, and (SLO5)
12. design assessment strategies and tools for achieving psychomotor, cognitive and affective objectives in elementary school physical education. (SLO6)
13. design developmentally appropriate activities to demonstrate knowledge of connections between physical education and other subject areas in the elementary school curriculum (SLO1,2,&5).

Course Content:

1. The value and purpose of Physical Education for Children
 - a. National and State Goals
 - b. Introduction to NASPE Content Standards
 - c. California Content Standards
2. Skill Themes and Movement Concepts
3. Generic Levels of Skill Proficiency
4. Content Development
5. Teaching effectiveness
 - a. Direct instruction
 - b. Alternative teaching styles and strategies
6. Planning
 - a. Unit
 - b. Daily/lesson
7. Management
8. Assessment

Course Attendance Policy:

It is expected that students will actively participate in all class sessions and contribute to class discussions. You must attend class in order to do this. **A maximum of two absences is permissible.** A 5- 10% loss (of total grade) will result from additional absences without proper medical documentation. **Appropriate dress for movement experiences in the lab sessions includes shorts or leisure wear and sneakers.**

Student Performance Evaluation:

To successfully complete this course, each student will be expected to complete the following assignments:

- A. One exam – 20% of final grade
Each student will complete one exam. Questions will cover material from readings, classroom and lab sessions.
- B. Planning Assignment – 30% of final grade
Each student will work **with two peers (groups of three)** to develop a unit plan consisting of six (6) lessons. The unit plan assignment should include:
 1. a list of the overall Psychomotor, Cognitive and Affective **learning outcomes** for the entire unit. In addition, the **individual** Psychomotor learning outcomes for each lesson should be included;
 2. *Physical Education Model Content Standards for California Public Schools* - include information from each of the five (5) **content standards** for the grade level that you have chosen;
 3. a list of how and what you intend to **assess** in your unit plan; include sample assessment tools in all three domains;
 4. **modifications** to tasks and /or equipment to accommodate children of various skill levels (i.e. less difficult, more difficult);
 5. developmentally appropriate classroom activities that **link/connect** your physical education unit to one (1) classroom subject (e.g. arithmetic/math., language arts (reading or writing skills), science, social studies, health);
 6. **support** materials that you could use to complement your lessons; and
 7. a list of **references**. Use at least three additional references/resource materials other than your text (i.e. library journals, curriculum materials, internet websites for teachers).
- C. Micro - Teaching Assignment – 10% of final grade
In groups of three, students will teach one (1) lesson to peers during lab sessions. Details for this assignment will be given at a later date.
- D. Field Assignment and Teaching Assessment Report – 30%
In groups of three, students will teach lessons from the physical education unit (see part B.) to a class of children. We will work with a Title I (LAUSD) elementary school

arranged by Dr. Sweeting and your lessons will be taught at the school site during regular class hours. **A follow-up written report should be completed by you as a solo assignment.**

E. Participation - 10%

The two unit lecture (471) and the one unit lab (471L) will be computed together and recorded as one grade.

Students With Disabilities:

This instructor, in conjunction with California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students With Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Grading Scale:

A	92-100	C	72-77
A-	90-91	C-	70-71
B+	88-89	D+	68-69
B	82-87	D	62-67
B-	80-81	D-	60-61
C+	78-79	F	<60