

California State University, Northridge  
College of Health and Human Development  
Department of Kinesiology  
KIN470/L  
Physical Education for Children: Spring 2025

### **Course Information**

Instructor: Yeonhak Jung, Ph.D.

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Office hours: Office hours: Thursday 09:00-10:00 am or by appointment

Class time: T 04-05:40pm (1/21~3/11)

Class location: RE180

### **Course Description**

This course is designed to introduce students, with prior teaching knowledge, of physical education subject matter content and concepts. Teaching applications will be presented to the psychomotor, cognitive and affective domains. National outcomes and state standards will be introduced through movements, fitness components, health related games, multicultural activities, and cross-curricular techniques appropriate to teaching quality physical education to elementary children grades K-6. Students will also personally experience and engage in movement, as well as practice their skills in applied methods of teaching, student learning, effective environments, curriculum and subject matter, planning and designing learning opportunities, methods of assessments for student learning, and developing as a future professional.

### **Participation**

Daily participation in class is expected. As a result of your participation, lesson plan writing and other coursework assignments will make more sense. Come to class in activity clothes. This includes safe and supportive footwear.

### **Required Text**

- Physical Education Framework for California Public Schools (2008). Adopted September 10, 2008.  
[www.cde.ca.gov](http://www.cde.ca.gov)
- Physical Education Model Content Standards (2005). Adopted January 12<sup>th</sup> 2005, Standards for California.  
[www.cde.ca.gov](http://www.cde.ca.gov)
- Selected Articles (TBA)

### **Recommended Resources**

- Kovar, Combs, Campbell, Napper-Owen, Worrell, (2009). Elementary Classroom Teachers as Movement Educators. McGraw-Hill. 3<sup>rd</sup> Edition. ISBN: 978-0-07-337646-2
- Graham, G., Holt/Hale, & Parker, M., Hall, T., & Patton, K. (2020). Children Moving: A Reflective Approach to Teaching Physical Education. (10th ed.). New York: McGraw Hill.
- Pangrazi, R. (2017). Dynamic Physical Education for Elementary School Children (15<sup>th</sup> Ed.). Pearson Education Inc., publishing as Benjamin Cummings. ISBN:0-8053-7908-8

### **Student Learning Outcomes (SLO's)**

Students who successfully complete this course will be able to:

- Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (TPE 1.3)

- Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. (TPE 1.4)
- Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (TPE 1.6)
- Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (TPE 2.1)
- Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
- Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (TPE 2.5)
- Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. (TPE 2.6)
- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (TPE 3.1)
- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (TPE 3.2)
- Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (TPE 3.3)
- Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (TPE 3.6)
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. (TPE 4.3)
- Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (TPE 4.7)
- Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including the use of scoring rubrics. (TPE 5.1)

- Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (TPE 6.1)
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. (TPE 6.2)
- They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (TPE 6.3)
- Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs. (TPE 7.3)
- Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. (TPE 7.4)

### **Course Assessment**

1. Critical Elements Checklist: (16 points) – TPEs (3.1, 3.2, 7.3)  
Two checklists (8 points each). You will provide the standards and critical elements of one locomotor and one manipulative skill and check that you can perform aligned to student learning goals with appropriate accommodations and modifications as needed. Detailed information will be given during class.
2. Lesson Plan: (10 points) – TPEs (3.3, 3.6, 4.7)  
You will create a 30-minute lesson plan using subject-specific pedagogy targeting elementary school students by using and adapting resources, standards-aligned instructional materials, and a range of technology. Detailed information will be given during class.
3. Teaching experiences: (18 points) – TPEs (4.3, 6.1, 6.2)  
You will teach one lesson using your lesson plan. This peer micro-teaching is 25 minutes in length. You will reflect on your own teaching practice and pedagogical knowledge in PE. How did you care for, support, accept, and apply fairness for all students?
4. Attendance (16 points) – TPEs (6.3)  
Weekly 2 points. Due to your contract with the education department, attendance will be recorded weekly and on Canvas. The attendance percentage will average into your grade. It is mandatory to attend class weekly. However, if you must miss due to unforeseeable circumstances, please get in touch with the instructor.

## **Grading Scale**

Your grade will be based on the following scale. You must reach the appropriate percentage to earn that grade. For example, if you obtain 79% you have earned a C+. If you obtain a 90% you have earned an A-. The grade you earn will serve as your lecture and lab grade. In other words, if you get a B in lecture, you will also get a B in lab.

A = 92-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = 59% and below
A- = 90-92%	B = 84-86%	C = 74-76%	D = 64-66%	
	B- = 80-83%	C- = 70-73%	D- = 60-63%	

## **Late Work**

Any assignments that are scheduled to be submitted online in Canvas must be in 'pdf' format unless otherwise stated. Check that your submission uploaded properly. If your files do not open because of the format, appear 'blank', incomplete, or incorrect, they will be considered late (see Late Policy below).

One-tenth (1/10) of the total possible points for any one assignment will be deducted for each day the assignment is late (including weekends). For example, if an assignment is due on Monday and you turn it in on Wednesday it would be considered two days late.

You will not be allowed to have make-up exam or quiz except emergency. Make-ups will always be short answer/essay format. Make-ups will need to be completed by the next day at a given time. If you do not make up your exam or quiz by the deadline a zero will be recorded.

You will not be able to resubmit any assignments; however, I am willing to review your work prior to handing it in to provide some general feedback.

## **Professional Expectations**

- All work will be fully completed and submitted before or on the required due date.
- All assignments that are turned in must have been composed on a computer and submitted in Canvas.
- Each student will arrive on time for each class prepared to participate, contribute, learn, and develop applied methods related to teaching, instruction and learning. Each student is expected to attend every class.
- You must be dressed appropriately for each lab class. Non-marking athletic shoes, shorts/sweats, and appropriate shirts are required.
- This course is critical to your development and expansion of teaching knowledge and ability. It will be expected that your work will be of high quality throughout the entire eight weeks.

## **Professional Dispositions**

As students and professor in the Kinesiology department at California State University, Northridge, we agree to the following dispositions, and work toward improving and modeling the following characteristics on a daily basis: intellectual commitment, respectfulness, emotional maturity, empathy, socio-cultural competence, responsibility, advocacy, commitment to professional development, and ethical behavior.

## **Statement on Cheating and Plagiarism**

**Academic Dishonesty:** Cheating and plagiarism will not be tolerated. Any student engaging in academic dishonesty (e.g., cheating, fabrication, facilitating academic dishonesty, plagiarism) is subject to discipline. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Being dishonest will automatically fail the examination, assignment, the course or may be subject to more severe University discipline. See university catalog for details on academic dishonesty, cheating, fabrication, facilitating academic dishonesty, plagiarism and faculty policy on academic dishonesty. Please review the Student Conduct on Academic Dishonesty in the current Schedule of Classes and in the University Catalog. Each student is expected to be familiar with, and abide by, the conditions of student conduct, as presented in the CSUN Catalog with emphasis on sections: Student Conduct Code, Academic Dishonesty, Faculty Policy on Academic Dishonesty, and Penalties.

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course.

### **Electronic Devices**

- In general, no electronic devices are allowed to be used during class.
  - Electronic devices are allowed: for viewing assigned readings/presentation files
- Ringing/Vibrating Phone Penalty: All cell. phones must be in silent mode before class

### **Student Resources**

Visit CSUN with a Heart at <https://www.csun.edu/heart>. You will find support and information for the following areas:

- Food
- Housing
- Financial Support
- Mental & Physical Well-Being
- Communities of Support (including EOP DREAM Center)

### **Disability Resources and Educational Services:**

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. You can go to [www.csun.edu/dres](http://www.csun.edu/dres). If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

### **CareerLink: Your Path to Career Success**

The Career Center offers [CareerLink](#), CSUN's career exploration and planning platform designed to help you become career-ready with articles and training on in-demand skills, sought after by employers. You can identify CSUN majors and careers related to your interests, build job-seeking skills, find opportunities related to your area of study, and plan for life after college. Visit the [CSUN Career Center](#) to learn more about their services and how they can help you along your career journey.

### Day-by-day agenda (tentative schedule)

Date	Proposed Schedule	Notes	TPEs
WEEK 1 Tuesday, January 21, 2025	<ul style="list-style-type: none"> <li>Syllabus – Orientation</li> <li>What's Physical Education and What to Teach? And how to engage student interest!</li> <li>Students: prior experiences, interests, social-emotional learning needs, funds of knowledge and PE</li> <li>Learning goals for students; accommodations and/or modifications as needed</li> <li>Inclusive approaches and sustaining practices integrating literacy in PE (what?!)</li> </ul>	Social Skills & Ice-break Activity	1.1, 1.3, 3.2, 7.3
WEEK 2 Tuesday, January 28, 2025	<ul style="list-style-type: none"> <li>Standards: Skill Themes and Movement Concepts</li> <li>Developmentally- and ability-appropriate instructional strategies and resources</li> <li>Social-emotional growth, development, and conflict resolution: fairness and respect</li> </ul>	Teacher Signals Critical Elements Checklist	1.4, 2.1, 3.1
WEEK 3 Tuesday, February 4, 2025	<ul style="list-style-type: none"> <li>National/California Standards + Lesson Plan (subject-specific pedagogy in PE)</li> <li>Using and adapting resources, standards-aligned instructional materials, and a range of technology</li> <li>Communication strategies between teacher and student and among students: how to encourage participation</li> </ul>	Introductory activity Lesson Plan Format	3.3, 3.6, 4.7
WEEK 4 Tuesday, February 11, 2025	<ul style="list-style-type: none"> <li>Class Management in Physical Education</li> <li>Supportive learning environments (ELD, SDAIE, and identified disabilities)</li> <li>Maintaining high expectations for the full range of students</li> <li>Positive classroom behavior, routines, procedures, and norms</li> </ul>	Critical Elements Checklist Lesson Plan	1.6, 2.5, 2.6
WEEK 5 Tuesday, February 18, 2025	<ul style="list-style-type: none"> <li>Teaching Fitness: design and implement instruction reflecting the interconnectedness of academic content areas and related student skills development</li> <li>Integrating literacy into PE!?!?</li> <li>Establish professional learning goals and working with colleagues</li> </ul>	Peer Teaching 1 & 2	4.3, 6.3, 7.4
WEEK 6 Tuesday, February 25, 2025	<ul style="list-style-type: none"> <li>Teaching Games:</li> <li>Keeping students actively engaged: monitor student learning and adjust instruction</li> <li>Inclusive and safe learning environments: physically, mentally, intellectually, and emotionally</li> <li>Using different types of assessments in PE</li> </ul>	Peer Teaching 3 & 4	1.8, 2.3, 4.3, 5.1

WEEK 7 Tuesday, March 4, 2025	<ul style="list-style-type: none"> <li>Teaching Non-traditional Activities + Cooperative Learning</li> <li>Micro-Teaching, individual reflection, and planning for the future</li> <li>Caring, support, acceptance, and fairness for all students</li> </ul>	Peer Teaching 5 & 6	6.1, 6.2
WEEK 8 Tuesday, March 11, 2025	<ul style="list-style-type: none"> <li>Assessment in Physical Education / Catch-up</li> </ul>	Peer Teaching 7 & 8	7.3, 7.4

\*Assignment due dates may be adjusted due to class pace and unforeseeable situations

## LEGEND

TPE		
1.3	I	Week 1, page 6
1.4	P	Week 2, page 6
1.6	P	Week 4, page 6
1.8	P	Week 6, page 6
2.1	I	Week 2, page 6
2.3	I	Week 6, page 6
2.6	I	Week 4, page 6
3.2	I	Week 1, page 6
3.2	A	Critical Elements Checklist, page 3
3.3	P	Week 3, page 6
3.6	P	Week 3, page 6
3.6	A	Lesson Plan, page 3
4.3	P	Week 5, page 6
4.7	P	Week 3, page 6
5.1	I	Week 6, page 6
6.1	P	Week 7, page 7
6.1	A	Teaching Experiences, page 3
6.2	P	Week 7, page 7
6.2	A	Teaching Experiences, page 3
6.3	P	Week 5, page 6
7.3	I	Week 1, page 6
7.4	I	Week 5, page 6