

**Instructor:** Mrs. Ilse Mason  
**Class Meeting:** MWF 11:15-12:05  
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**Office:** 369 Ramsey Center  
**Office Hours:** By appointment  
**Phone:** 706-542-4383

**Purpose of the course:**

The purpose of the course is to enable students to plan, organize and conduct a physical education program for children in grades pre-K-5. Students will be provided background knowledge about physical education content, skill themes and movement concepts, how to teach skill themes and movement concepts, and fitness concepts. Additionally, students will be provided opportunities to practice teaching in a classroom situation. Though this class is not designed to train students to become physical educators, *it will* provide students who are in training to become elementary or pre-school classroom teachers the ability to conduct a quality physical education program if called upon to do so.

**Prerequisites**

You must have permission of the major to enroll in this course

**Course objectives**

1. To provide the learner with an awareness of the potential of Physical Education as it applies to the cognitive, affective, psychomotor, and health/fitness related development of children.
2. To provide the learner in developing the ability to plan, teach, and evaluate a variety of skills, fitness concepts, games, and rhythms.
3. Acquire and apply knowledge relative to the principles and practices of motivating students possessing varying ability levels from diverse backgrounds.
4. Acquire and demonstrate the ability to effectively organize and manage students under diverse and changing conditions.
5. Develop an understanding of and appreciation of physical education and for excellence in their planning, teaching, evaluation, writing, research, communication, peer relationships, and in upholding the highest personal and professional standards.
6. Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning. (NASPE Standard 1.1)
7. Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness. (NASPE Standards 2.3, 3.1)
8. Implement communication strategies that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socioeconomic, ability, and gender differences). (NASPE Standard 5.3)
9. Design and implement learning experiences that are safe, appropriate, realistic, relevant, and based on principles of effective instruction. (NASPE Standard 6.4)
10. Identify, develop, and implement appropriate program and instructional goals. (NASPE Standard 6.1)
11. Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas. (NASPE 6.6)
12. Acquire and demonstrate the ability to effectively organize and manage students under diverse and changing conditions. (NASPE Standard 4.3, 4.4, 4.5)
13. Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change. (NASPE Standard 8.1)

### **Required text**

Graham, G., Holt/Hale, S. & Parker, M. (2007). Children moving: A reflective approach to teaching physical education (7<sup>th</sup> ed.). Mountain View, CA: Mayfield.

National Association for Sport and Physical Education (2000). Appropriate Practices for Elementary School Physical Education. Reston, VA: Author. **ON WEBCT**

National Association for Sport and Physical Education (2000). Appropriate Practices in Movement Programs for Youth Children Ages 3-5. Reston, VA: Author. **ON WEBCT**

### **Optional Text**

Holt/Hale, S.A. (2007). On the move: Lesson plans to accompany children moving (7<sup>th</sup> ed.). Mountain View, Ca: Mayfield.

### **Required Websites**

<http://www.pecentral.com>

<http://www.pelinks4u.org>

[http://suite101.com/welcome.cfm/physical\\_education](http://suite101.com/welcome.cfm/physical_education)

### **Attendance Policy**

If you are not in class, you cannot learn. However, there are times when unforeseen circumstances will not allow you to attend class. You will be allowed to miss 2 times. **If you miss more than two times it will result in lowering your final grade one letter** (10 pts.). Exceptions to this policy due to extreme unusual circumstances and make-up options can be discussed prior with the instructor. **YOU ARE NOT ALLOWED TO MISS DAYS IN WHICH YOU ARE TO TEACH. THIS WILL RESULT IN LOWERING YOUR GRADE ONE LETTER.**

### **Attire and Conduct**

There will be times when you will be asked to participate in light physical activity. You will be prior notified to these days. When notified please come dressed appropriately (tennis shoes, shorts, sweat pants, etc.).

When you go into the schools or others settings for observation/participation, you will be expected to dress and conduct yourself as a professional (this means no hats, unless you will be outside).

***More specifically, the student will be expected to meet the following expectations:***

1. On a daily basis come to class prepared and ready to generate a sincere and consistent effort to learn and apply course content and skills by PARTICIPATING in class discussions. Be willing and open to new ideas, methods, approaches, techniques, and practices intended to elicit that effort and teach that content
2. To adhere to the principles and policies of academic/performance and honesty
3. To be respectful, and supportive of the instructor, fellow students, and teachers, staff and students at any school at which you are observing. To this end, please turn off all cell phones, beepers, etc. during class time. If you have emergencies and they need to remain working, please inform the instructor.
4. To be punctual

***At the same time the instructor will be expected:***

1. To provide students with challenging, informative, interesting, and, whenever possible, enjoyable class lectures and activities to optimize their ability to learn course content, gain necessary skills, and to prepare them adequately for student teaching and their careers in education.
2. To be respectful, forthcoming; fair, positive, encouraging, and available for personal assistance.
3. Grade, evaluate, and prescribe various measures of student academic performance fairly and efficiently
4. To be punctual

### **Academic Honesty**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. All academic work must meet the standards contained in "A culture of Honesty". Each student is responsible to inform themselves before performing any academic work.

### **Provisions for students with Special needs**

The University of Georgia and I are committed to the full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the instructor immediately. Please do not wait until difficulty is encountered to communicate such requests. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

### **Evaluation Criteria**

<i>Assignment</i>	<i>Due Date</i>	<i>Grade Weight</i>
Unannounced Quizzes		10%
Observation Assignment	<b>2/20</b>	10%
Teaching Assignment (lesson plans & post lesson evaluation)	<b>due M/W/F after your teaching</b>	15%
First Exam	<b>2/13</b>	25%
Final Exam	<b>Finals Week</b>	25%
Project	<b>4/21 &amp; 4/23 &amp; 4/25</b>	<u>15%</u>
	<b>TOTAL</b>	<b>100%</b>

A = 4.0	100-95.1
A- = 3.7	95-90
B+ = 3.3	89.9-87.5
B = 3.0	87.4-83.01
B- = 2.7	83-80
C+ = 2.3	79.9-77.5
C = 2.0	77-73.01
C- = 1.7	73-70
D = 1.0	69.9-65
F = 0.0	<65

A grade will not be assigned until the online course evaluation has been completed.

[http://www.coe.uga.edu/course\\_evaluation](http://www.coe.uga.edu/course_evaluation)

*The course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.*

## Tentative Outline KINS 2420 – Spring 2008

<b>KINS 2420 - Elem PE</b>		
<b>M</b>	<b>1/7</b>	<i>First day (room 224)</i>
<b>W</b>	<b>1/9</b>	Ch. 1 – Value and purpose of physical Education for Children
<b>F</b>	<b>1/11</b>	no lab
<b>M</b>	<b>1/14</b>	Ch. 2 & 3 – Skill Theme approach, National Standards
<b>W</b>	<b>1/16</b>	Ch. 4 – Physical Fitness and Wellness for Children
<b>F</b>	<b>1/18</b>	<i>Lab in gym: Concepts, traveling</i>
<b>M</b>	<b>1/21</b>	<b>NO CLASS</b>
<b>W</b>	<b>1/23</b>	Ch. 7 – Determining Generic Levels of Skill Proficiency
<b>F</b>	<b>1/25</b>	Out of town
<b>M</b>	<b>1/28</b>	Ch. 8 – Planning a lesson plan
<b>W</b>	<b>1/30</b>	Ch. 9 – Establishing an Environment for learning
<b>F</b>	<b>2/1</b>	<i>Lab in gym: chasing, fleeing, dodging</i>
<b>M</b>	<b>2/4</b>	Ch. 10 – Maintaining appropriate behavior
<b>W</b>	<b>2/6</b>	<i>Lab in Gym: jumping and landing(Ch. 21)</i>
<b>F</b>	<b>2/8</b>	Observation time in Schools
<b>M</b>	<b>2/11</b>	Observation time in Schools
<b>W</b>	<b>2/13</b>	<b>Test 1</b>
<b>F</b>	<b>2/15</b>	<i>Lab in Gym: Integrating Physical education and other Subjects</i>
<b>M</b>	<b>2/18</b>	Ch. 5 - Reflective teaching
<b>W</b>	<b>2/20</b>	Ch. 11 – Observation techniques
<b>F</b>	<b>2/22</b>	no lab
<b>M</b>	<b>2/25</b>	Ch. 12 – Developing the content
<b>W</b>	<b>2/27</b>	<i>Lab in Gym: preschool</i>
<b>F</b>	<b>2/29</b>	<i>Lab in Gym: Throwing and Catching</i>
<b>M</b>	<b>3/3</b>	<i>Lab in Gym: Games from Around the World</i>
<b>W</b>	<b>3/5</b>	Ch. 14 – Assessing student learning
<b>F</b>	<b>3/7</b>	no lab
<b>M</b>	<b>3/10</b>	<b>SPRING BREAK</b>
<b>W</b>	<b>3/12</b>	<b>SPRING BREAK</b>
<b>F</b>	<b>3/14</b>	<b>SPRING BREAK</b>
<b>M</b>	<b>3/17</b>	<i>Lab in Gym: Volleying and dribbling (Ch. 26)</i>
<b>W</b>	<b>3/19</b>	Ch. 13 – Instructional Approaches
<b>F</b>	<b>3/21</b>	<i>Lab in gym: cups</i>
<b>M</b>	<b>3/24</b>	Ch. 6 – Teaching Children with Disabilities
<b>W</b>	<b>3/26</b>	<i>Lab in Gym: Striking with rackets and paddles (Ch. 27)</i>
<b>F</b>	<b>3/28</b>	Work on lesson plan with partner
<b>M</b>	<b>3/31</b>	<i>Lab: Teaching at school: group1</i>
<b>W</b>	<b>4/2</b>	<i>Lab: Teaching at school: group2</i>
<b>F</b>	<b>4/4</b>	<i>Lab: Teaching at school: group3</i>
<b>M</b>	<b>4/7</b>	<i>Lab: Teaching at school: group4</i>
<b>W</b>	<b>4/9</b>	Work on lesson plan and integration project with partner
<b>F</b>	<b>4/11</b>	<i>Lab: Teaching at school: group1</i>
<b>M</b>	<b>4/14</b>	<i>Lab: Teaching at school: group2</i>
<b>W</b>	<b>4/16</b>	<i>Lab: Teaching at school: group1</i>
<b>F</b>	<b>4/18</b>	<i>Lab: Teaching at school: group2</i>
<b>M</b>	<b>4/21</b>	<b>Gym: Present Projects</b>
<b>W</b>	<b>4/23</b>	<b>Gym: Present Projects</b>
<b>F</b>	<b>4/25</b>	<b>Gym: Present Projects</b>

**Final Exam during finals week**