

**KINS 2420**  
**PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION**  
**Fall Semester, 2009**

**Instructor:** Dr. Bryan McCullick  
**Meeting Times:** MWF 12:20 - 1:10 p.m.  
**Meeting Place:** 224 and Gym 117- Ramsey Center  
**E-mail:** bamccull@uga.edu

**Office:** 355 Ramsey Center  
**Phone:** 542-3621 (o), 354-4914 (h)  
**Office Hours:** MWF: 9-10:00am  
TR: 2-3:00pm

**Purpose of the Course**

The purpose of this course is to help the future elementary classroom teacher learn to appreciate, plan, organize and conduct a quality physical education program for children in grades pre-K-5. The pre-service teacher (PT) 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 a chance to teach physical education to kindergarten students. Though this class is not designed to train students to become physical educators, ***it will*** provide students who are 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**

This course aims to provide the future elementary classroom teacher:

1. Develop an awareness of the potential of Physical Education as it applies to the cognitive, affective, psychomotor, and health/fitness related development of children.
2. Develop the ability to plan, teach, and evaluate a variety of motor 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 and understanding 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 Beginning Teacher 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 Beginning Teacher 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 Beginning Teacher Standard 5.3)
9. Design and implement learning experiences that are safe, appropriate, realistic, relevant, and based on principles of effective instruction.(NASPE Beginning Teacher Standard 6.4)
10. Identify, develop, and implement appropriate program and instructional goals. (NASPE Beginning Teacher Standard 6.1)
11. Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas. (NASPE Beginning Teacher Standard 6.6)
12. Acquire and demonstrate the ability to effectively organize and manage students under diverse and changing conditions. (NASPE Beginning Teacher Standards 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 Beginning Teacher Standard 8.1)

**Required Texts**

Graham, G., Holt/Hale, S., & Parker, M. (2008/2010). *Children moving: A reflective approach to teaching physical education* (7<sup>th</sup>/ 8th ed.). Mountain View, CA: Mayfield.

National Association for Sport and Physical Education (2009). *Appropriate Practices for Elementary School Physical Education* (3<sup>rd</sup> ed.). Reston, VA: Author.

National Association for Sport and Physical Education (2009). *Appropriate Practices in Movement Programs for Young Children Ages 3-5* (3<sup>rd</sup> ed.). Reston, VA: Author.

**Optional Texts**

Hughes, J. D. (2005). *PE2 the MAX: Maximize Skills, Participation, Teamwork and Fun*. Champaign, IL: Human Kinetics.

Hughes, J. D. (2002). *No Standing Around in My Gym*. Champaign, IL: Human Kinetics.

\*\*Lavay, B. W., French, R., & Henderson, H. (2006). *Positive behavior management strategies for physical educators* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics. \*will have to order on-line if you want to own it

### Recommended Websites

<http://pe.central.vt.edu/>

<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. There are 30 class meetings, so 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 extremely unusual circumstances can be made only with the instructor's prior knowledge and approval. **YOU ARE NOT ALLOWED TO MISS DAYS IN WHICH YOU ARE TO TEACH** (unless there is an extreme emergency or you are sick with something contagious). **THIS WILL RESULT IN LOWERING YOUR GRADE ONE LETTER (10 PTS.)**.

### Attire and Conduct

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

When you go into the schools or other settings for observation/participation, you will be expected to dress and conduct yourself **as a professional**. Failure to meet these expectations can result in failing the course. More specifically, **the future teacher 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 discussion. Be willing and open to new ideas, methods, approaches, techniques, and practices intended to elicit that effort and teach that content.
2. Adhere to the principles and policies of academic/performance and honesty.
3. Be a professional. This means being respectful and supportive of the professor, fellow students, and teachers, staff and students at any school in which you are observing. To this end, please turn off all cell phones, text messaging devices, beepers, etc. during this class time. If you have emergencies and they need to remain in operation, please inform the professor.
4. Be punctual.

### **At the same time the professor will be expected to:**

1. 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. Be respectful, forthcoming; fair, honest, positive, encouraging, and available for personal assistance.
3. Grade, evaluate, and prescribe various measures of student academic performance fairly and efficiently.
4. 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. Academic honesty is defined broadly and simply as the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not properly authorized or attributed (p. 1, UGA Policy on Academic Honesty).

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards 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 professor 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	10/14	10%
Teaching Assignment (Lesson Plans & Post Lesson Reflection)	<b>due the Monday after you teach</b>	15%
First Exam	9/30 (tentatively)	25%
Final Exam	12/14	25%
Project	11/30, 12/7	15%
	Total	100%

### *Grading Scale*

100-95 <b>A</b>	94-90 <b>A-</b>	
89-87 <b>B+</b>	86-84 <b>B</b>	83-80 <b>B-</b>
79-78 <b>C+</b>	77-70 <b>C</b>	
69-60 <b>D</b>		
≤ 59 <b>F</b>		

\*TENTATIVE SCHEDULE (The syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

<b>August</b>	M	17	Syllabus, Introduction, Getting Acquainted
	W	19	Chapter 1 - The Value and Purpose of Physical Education for Children
	M	24	Chapters 2 & 3- The Skill Theme Approach and the National Standards
	W	26	<b>In the gym</b> for Movement Concepts. (Chapters 16-18)
	M	31	Chapter 4 - Physical Fitness and Wellness for Children
<b>September</b>	W	2	Chapter 4- continued
	M	7	No Class- Labor Day Holiday
	W	9	Chapter 7 - Determining the Generic Levels of Skill Proficiency
	M	14	Observation Assignment in Schools
	W	16	Observation Assignment in Schools
	M	21	<b>In the gym</b> for Traveling (Chapter 19)
	W	23	<b>In the gym</b> for Integrating Physical Education and Other Subjects (Chapter 32)
	M	28	Chapter 8 - Planning and Lesson Plans
W	30	<b>Test 1</b>	
<b>October</b>	M	5	Chapter 9 - Establishing an Environment for Learning
	W	7	<b>In the gym</b> for Chasing, Fleeing, and Dodging (Chapter 20)
	M	12	<b>In the gym</b> for cooperative games.
	W	14	Field Trip to School for a PE class. Observation Paper due.
	M	19	Chapter 10 - Maintaining Appropriate Behavior
	W	21	<b>In the gym</b> for Jumping and Landing (Chapter 21)
	M	26	Chapter 11- Observation Techniques/Effective Teaching;
	W	28	<b>In the gym</b> for Games from Around the World
<b>November</b>	M	2	Group 1 - Teaching at Barnett Shoals (Groups 2-4: Project work w/partner on Integration Project and Lesson Plans
	W	4	<b>In the gym</b> for Throwing and Catching (Chapter 25)
	M	9	Group 2 - Teaching at Barnett Shoals (Groups 1, 3, 4: Project work w/partner on Integration Project and Lesson Plans
	W	11	Group 3 - Teaching at Barnett Shoals (Groups 1, 2, 4: Project work w/partner on Integration Project and Lesson Plans
	M	16	The Art of Teaching
	W	18	<b>In the gym</b> for Project Presentations
			<b>Thanksgiving Holidays 11/23, 25</b>
	M	30	<b>In the gym</b> for Project Presentations

<b>December</b>	W	2	Group 4 - Teaching at Barnett Shoals (Groups 1-3: Project work w/partner on Integration Project and Lesson Plans
	M	7	<i>In the gym</i> for Project Presentations
	M	14	FINAL EXAMINATION 12:00-3:00 P. M.