

KINS 4305/6305 & 4305L/6305L
PHYSICAL EDUCATION IN ELEMENTARY SCHOOL
Spring Semester, 2008

Professor: Dr. Bryan McCullick
Meeting Times: T, Th 8:00 am-9:15am, F 9:05-9:55am
Meeting Place: Rm. 202, Gym 116
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Office: 355 Ramsey Center
Office Hours: M, W: 9:30-10:30am
T, R: 9:45-10:45am
F: 10:00-11:00am

Purpose of the Course

The purpose of this course is to equip future physical education teachers with the knowledge, beliefs, and skills to plan, organize and conduct a quality 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 given extended time to observe teachers and practice their own teaching in a physical education classroom under the guidance of the instructor and an experienced public school physical education teacher. The opportunity to teach pre-kindergarten physical education is also provided on the Lab days.

Prerequisites

You must be a Physical Education Major to enroll in this course or have permission of the professor.

Course Objectives (Knowledge, Skills, & Dispositions)

The future physical education teacher will:

1. Understand elementary physical education content and disciplinary concepts related to the development of a physically educated person. (NASPE Standard 1)
2. Understand how elementary-age children learn and develop and provide opportunities that support their physical, cognitive, social, and emotional development. (NASPE Standard 2)
3. Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences. (NASPE Standard 3)
4. Use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (NASPE Standard 4)
5. Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings. (NASPE Standard 5)
6. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards. (NASPE Standard 6)
7. Understand and use assessment to foster physical, cognitive, social, and emotional development of elementary age learners in physical activity. (NASPE Standard 7)
8. Understand how to be a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and fellow professionals) and seek opportunities to grow professionally. (NASPE Standard 8)
9. Use information technology to enhance learning and to enhance personal and professional productivity (NASPE Standard 9)

Specifically, the students will:

1. Identify critical elements for basic motor skills and develop appropriate sequences for the purpose of learning. (NASPE Standard 1.1)
2. Demonstrate knowledge of approved state and national content standards and local program goals (NASPE Standard 1.6)
3. Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social /emotional domains. (NASPE Standard 2.1)
4. Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task and that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community). (NASPE Standards 2.3, 3.1)
5. Acquire and demonstrate the ability to effectively organize and manage students under diverse and changing conditions. (NASPE Standards 4.1, 4.2, 4.3, 4.4, 4.5)
6. Describe and demonstrate effective communication skills, communicate managerial and instructional information in a variety of ways that demonstrate sensitivity to all students. (NASPE Standards 5.1, 5.2, 5.3)
7. Design and implement learning experiences that are safe, appropriate, realistic, relevant, and based on principles of effective instruction. (NASPE Standard 6.4)
8. Identify, develop, and implement appropriate program and instructional goals. (NASPE Standard 6.1)
9. Develop long- and short- term plans that are linked to both program and instructional goals and student needs and use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences. (NASPE Standard 6.2, 6.8)
10. Use a variety of appropriate authentic and traditional assessment techniques to assess student understanding and performance, provide feedback, and communicate student progress. (NASPE Standard 7.2)
11. Use a reflective cycle involving description of teaching performance, critique of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change. (NASPE Standard 8.1)
12. Use technologies to communicate, network, locate resources, and enhance continuing professional development (NASPE Standard 9.3)

Required Texts

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

National Association for Sport and Physical Education (2004). Moving Into the Future: National Standards for Physical Education. A Guide to Content and Assessment (2nd ed.). Reston, VA: Author.

National Association for Sport and Physical Education (2000). Appropriate Practices for Elementary School Physical Education. Reston, VA: Author. **AVAILABLE ON LINE:** <http://www.aahperd.org/naspe/template.cfm?template=peappropriatepractice/index.html>

National Association for Sport and Physical Education (2000). Appropriate Practices in Movement Programs for Young Children Ages 3-5. Reston, VA: Author. **AVAILABLE ON LINE:** <http://www.aahperd.org/naspe/template.cfm?template=peappropriatepractice/index.html>

Recommended Texts

Holt/Hale, S. (2004). On the move: Lesson plans to accompany Children Moving (6th ed.). Mountain View, CA: Mayfield.

Lavay, B. W., French, R., & Henderson, H. (1997). Positive behavior management strategies for physical educators. Champaign, IL: Human Kinetics.

Siedentop, D., & Tannehill, D. (2000). Developing teaching skills in physical education (4th ed.). Mountain View, CA: Mayfield.

Required WWW. Sites

<http://www.udayton.edu/edu/departments/hss/hss.html> (see educational links)

[http://pe.central.vt.edu/ PE Central: The Ultimate Web Site for Physical Education Teachers](http://pe.central.vt.edu/PE%20Central%20The%20Ultimate%20Web%20Site%20for%20Physical%20Education%20Teachers)

<http://www.pelinks4u.org/index.htm>

Attendance Policy

The material in this class is important. It is the essence of the profession and if you are not in class you cannot learn the material. However, there are times when unforeseen circumstances will not allow you to attend class. There are 30 scheduled class meetings and laboratory time, so you will be allowed to miss **one (1) time**. If you miss more than one time, it will result in lowering your final grade one letter. Exceptions to this policy due to extremely unusual circumstances can be made only with the instructor's **PRIOR** knowledge and approval. **HOWEVER, YOU ARE NOT ALLOWED TO MISS FIELD EXPERIENCES. MISSING ONE OF THESE WILL RESULT IN LOWERING YOUR LETTER GRADE ONE LETTER.**

It is, furthermore, important that you are here on time. Therefore, each time you are late to class; it will count as ½ absence. So, **please** consider the following equations:

Two tardies = 1 absence

One absence + 1 tardy = 1.5 absences (five points off your final average)

One absence + 2 tardies = 2 absences (10 points off your final average)

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.). **NO HATS WHEN TEACHING.**

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 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; AND become 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 the school at which he or she teaches. To this end, please turn off all cell phones and pagers. If you have an emergency that requires that you need to have it on, please notify me.
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 learning ability to learn course content, gain necessary skills, and to prepare them adequately for student teaching and their careers as physical educators-coaches.
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>
Observation Time	3/7	14%
Unit Plan	3/18	22%
Cooperating Teacher Evaluation	5/3	14%
Mid-Term	2/5 (tentatively)	25%
Final Exam	5/1	25%
	Total	100%

Grading Scale

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

Observation Time: 14 percent of your grade is spending time observing an elementary physical education specialist teach. You are required to spend 5.5 hours in an elementary school. You may break this up any way you would like. The only restrictions are that you may not spend less than 20 minutes or more than 90 minutes at a time. You will observe. If the teacher asks you to assist or if you want to participate, you may do so. In fact, I recommend it. However, you are not to teach! This is an observation assignment. When you have completed the 5.5 hours, turn in your log along with a two-page summary of your experiences. Answer questions such as what did you see that we have talked about in class? What didn't you see? Which styles of teaching did you like? TEMSPAAC? What about the skill levels of the students? Appropriate practices?

Unit Plan/Lesson Plans: You will be expected to prepare a unit plan for the time you will teach in the schools. This plan will consist of assessment tools as well. You will also prepare daily lessons from this unit plan. More information will be provided nearer to the assignment.

Cooperating Teacher Evaluation: Your cooperating teacher will assess your skills during your time at his/her school. It will be based on outlined criteria. More information will be provided nearer to the assignment.

Exams: You will take two exams covering all material in the course.

TENTATIVE Schedule and Topical Outline (The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

January	T	8	Syllabus, Getting Acquainted, Introduction (Chapters 1, 2, 3 in Graham)
	Th	10	Introduction continued; Effective Teaching and Appropriate Practices. (Appropriate Practices Documents)
	F	11	In gym for Movement Concepts and Management (Chapters 16-18 in Graham)
	T	15	Physical Fitness for Children and Reflective Teaching (Ch.'s 4 & 5 in Graham)
	Th	17	Determining Generic Levels of Skill Proficiency and Planning (Ch. 7 & 8 in Graham)
	F	18	No Lab
	T	22	Fitness Assessment for Elementary School Physical Education
	Th	24	Observation Time in Schools
	F	25	No Lab
	T	29	Organizing for Learning and Establishing an Environment for Learning (Ch.'s 9 & 10 in Graham and Lavay Ch.'s 1-5)
	Th	31	TBA
February	F	1	In gym for Traveling (Chapter 19 in Graham)
	T	5	****TEST 1****
	Th	7	Maintaining Appropriate Behavior and Observation (Chapters 10 & 11 in Graham and Lavay Ch.'s 6-8)
	F	8	In gym for Chasing, Fleeing, and Dodging (Chapter 20 in Graham)
	T	12	Developing the Content and Instructional Approaches (Chapters 12 & 13 in Graham)
	Th	14	Writing Lesson Plans and Appropriate Teaching Behaviors
	F	15	In gym for Throwing and Catching (Chapter 25 in Graham)
	T	19	The Art of Teaching
	Th	21	In gym for Cooperative Games. Explanation of Pre-School Lab
	F	22	No Lab
T	26	In gym for Jumping and Landing (Chapter 21 in Graham)	
Th	28	Generic Teaching Strategies and Maintaining and Improving Your Effectiveness	

March	F	29	First day of Pre-School Lab in gym (Pre-K)
	T	4	Assessing Student Learning (Chapters 14 in Graham)
	Th	6	Observation and Assistance in your assigned school. Unit plans due by 5:00pm on Monday, March 19
	F	7	Pre-School Lab in gym (Head Start). Observation Papers Due.
	T	11	Spring Break
	Th	13	Spring Break
	F	14	Spring Break
April	T	18	TEACHING @ your school LESSON PLANS MUST BE READY BEFORE YOU TEACH <i>UNIT PLANS DUE</i>
	Th	20	Teach @ your school
	F	21	Pre-School Lab in gym (Pre-K)
	T	25	Teach @ your school
	Th	27	Teach @ your school
	F	28	No Lab
	T	1	Teach @ your school
	Th	3	Teach @ your school
	F	4	Pre-School Lab in gym (Head Start)
	T	8	CRCT Testing- In gym for Educational Gymnastics (Chapters 23, 24, & 30 in Graham) McCullick @ AAHPERD
	Th	10	CRCT Testing- In gym for Volleying and Dribbling (Chapter 27 in Graham) McCullick @ AAHPERD
	F	11	No Lab; McCullick @ AAHPERD
	T	15	Teach @ your school
	Th	17	Teach @ your school
F	18	Pre-School Lab in gym (Pre-K)	
T	22	Teach @ your school	
Th	24	Last day of teaching @ YOUR SCHOOL	
F	25	Last Day; Pre-School Lab in gym (Head Start)	
May	Th	1	<i>FINAL EXAMINATION 8:00-11:00 am</i>