

**KIN 314**  
**Methods of Teaching Elementary**  
**Physical Education**  
**Fall 2015**

**Class schedule:** 10:00-10:50 am MWF  
Davies Hall 137 August 24-December 18, 2015

**Course Description:** Methods of Teaching Elementary Physical Education. The purpose of this course is for physical education students to develop knowledge and skills for planning, implementing, and evaluating appropriate and effective physical education progressions. The course will consist of lectures, class participation in demonstrations of teaching movement, and peer teaching/field experience.

**Prerequisites and restrictions:**

**Restrictions:**

Must be enrolled in one of the following Programs: Physical Education Teacher Ed  
May not be enrolled as the following Classifications: Freshman, Sophomore

**Prerequisites:**

**General Requirements:**

(Course or Test: KIN 113 Minimum Grade of C May not be taken concurrently.  
**and** Course or Test: KIN 116 Minimum Grade of C May not be taken concurrently.  
**and** Course or Test: KIN 118 Minimum Grade of C May not be taken concurrently.  
**and** Course or Test: KIN 120 Minimum Grade of C May not be taken concurrently.)

**Instructor:** Laurie Chapman, NBCT, M.Ed.

**Email:** laurie.chapman@siu.edu

**Phone:** (618) 453-3131

**Office:** 115 Davies Hall

**Office Hours:** Monday or Wednesday: 11:00 am- 12:00 pm  
Tuesday: 2:30pm- 3:30 pm, or by appointment

**Textbook:**

Graham, G., Holt, S. A. & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th Ed.). New York, NY: McGraw Hill

**Required Readings:**

D2L: Weekly

National Association for Sport and Physical Education (2009). *Appropriate Instructional Practice Guidelines Practice for Elementary School Physical Education* (3<sup>rd</sup> ed.). Reston, VA: Author. Retrieved from [http://www.cahperd.org/cms-assets/documents/toolkit/naspe\\_appropriac/5287-207931.elementaryappropriac.pdf](http://www.cahperd.org/cms-assets/documents/toolkit/naspe_appropriac/5287-207931.elementaryappropriac.pdf)

National Association for Sport and Physical Education (2009). *Appropriate Practice in Movement Programs for Young Children Ages 3-5* (3<sup>rd</sup> ed.). Reston, VA: Author. Retrieved from [http://www.cahperd.org/cms-assets/documents/ToolKit/NASPE\\_ApproPrac/5286-668190.children3to5appropriac.pdf](http://www.cahperd.org/cms-assets/documents/ToolKit/NASPE_ApproPrac/5286-668190.children3to5appropriac.pdf)

Society of Health and Physical Educators (2009). *Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison*. Shapeamerica.org. Retrieved from <http://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

Illinois State Board of Education. (2013). *Enhanced Illinois Learning Standards and Performance Descriptors*. Retrieved from <http://www.isbe.net/EPE/pdf/reports-webinars/epe-ga-report0813.pdf>

Society of Health and Physical Educators. (2013). *National Standards for K-12 Physical Education*. Retrieved from <http://www.shapeamerica.org/standards/upload/National-Standards-Flyer-rev.pdf>

**Suggested Readings:**

Lund, J. & Veal, M. L. (2013). *Assessment driven instruction in physical education*. Champaign, IL: Human Kinetics

Couturier, L., Chepko, S. & Hale, S. (2014) *National standards & grade level outcomes*. Reston, VA: Human Kinetics

Ratey, J. (2008). *Spark: the revolutionary new science of exercise*. New York, N.Y.: Little, Brown and Company

**Additional Resources:** We will develop additional resources together throughout this course.

## **Policies and Procedures:**

**Assignments:** All assignments are due by the start of the class day. **Late work is not accepted.** No lab makeups for unexcused absences. All assignments are to be submitted electronically using brytespace (otherwise known as D2L or SIU online course shell).

**Attendance:** Be in class, prepared, professional and prompt every day. Arrangement for excused absences must be made in advance both in writing and verbally. Grade point deductions will be taken as follows:

5% for *each* unexcused absence

1% for *each* arriving late *or* leaving class early

**Attire:** Professional attire will be expected in class. There will be multiple days where you will be required to dress for activity. Appropriate, modest and professional attire will be expected. Tennis shoes will be required. No hats or headgear allowed in class.

**Communication:** Communication is key to success. Please use SIU email addresses and check for D2L emails. I have office hours available to further assist you in this course.

**Conduct:** Be familiar with all SIUC policies (<http://srr.siu.edu/common/documents/SCC.pdf> )

-Professional behavior will be expected at all times.

-Please turn off cell phones during class and refrain from texting, etc. during class time. If you have an emergency that requires you to leave your phone on, please notify me prior to class beginning.

-Adhere to the academic principles and policies of performance, honesty and integrity.

**Participation:** On a daily basis come to class prepared and ready to actively engage in the course in a professional and courteous manner. Your input, your ideas and your interpretations are integral to the success of the class. Your listening skills, your respect for others and your ability to participate in professional communication is also integral to the success of the class. Lack of engagement, lack of compliance to policies and procedures and general non- participation will result in a 1-5 % point grade reduction for each incidence.

**Accommodations:** Students with a disability who require assistance will need to inform the instructor as soon as they can and must contact the Disability Support Service (DSS) at [www.siu.edu/~dss/housing.htm](http://www.siu.edu/~dss/housing.htm) (618-453-5738) for coordination of academic accommodations. If you need accommodations for any disability please speak to me after class or make an appointment during my office hours.

**Course Objectives:** This course is designed to prepare and provide future elementary physical education teachers with an understanding of:

- A. The value of Physical Education (PE) and Physical Activity (PA) at the elementary level of school.  
(IPTS 1, IPTS 2)
- B. Physical growth, motor development, and fitness development of elementary level children including assessment practices and physical activities used to enhance their development.  
(IPTS 1, IPTS 2, IPTS 7)
- C. Academic concepts in the classroom (language, math, & science) and physical activities used to enhance development of elementary level children.  
(IPTS 1, IPTS 2, IPTS 6)
- D. Methods used to teach physical education and physical activities using effective planning, classroom management, organization, and teaching styles.  
(IPTS 3, IPTS 5, IPTS 6)
- E. The design and implementation of learning experiences that are safe, appropriate, realistic and relevant based on best practice principles in the classroom for effective instruction.  
(IPTS 4, IPTS 5, IPTS 6)
- F. Current trends and practices in Physical Education instruction.  
(IPTS 8, IPTS 9)
- G. Research and the development of teaching units of instruction and assessment for physical education, physical activities, nutrition and wellness.  
(IPTS 3, IPTS 6, IPTS 7)
- H. Physical Education and physical activities curriculum as related to the Illinois State Board of Education (ISBE) and Society of Health and Physical Educators (SHAPE of America) Standards.  
(IPTS 2, IPTS 9)

Illinois Professional Teaching Standards (IPTS)

**Evaluation**

Final Exam:	15%
Midterm Exam:	15%
Observation/Fitness Assignment:	15%
Reflective Papers:	15%
Teaching Assignments/Lesson Plans:	20%
Unit Plan/Unit Presentation:	15%

**Grade Scale:**

90 – 100%	A
80- 89.9%	B
70- 79.9%	C
60- 69.9%	D
59.9% or <	F

**Emergency Procedure:** Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, on the BERT website at [www.bert.siu.edu](http://www.bert.siu.edu) , on the Department of Public Safety website at [www.dps.siu.edu](http://www.dps.siu.edu) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

## **Fall 2015 Calendar (tentative)**

### **KIN 314 Methods of Teaching Elementary Physical Education**

#### **Week 1**

- M 8/24 - Introduction and Orientation. Course overview and expectations.
- W 8/26 - Ch. 1: Value of Physical Education /Value of Physical Activity  
SHAPE (NASPE) Appropriate Practices in Elementary PE, Personal Philosophy of PE
- F 8/28 - Ch. 2/3: Movement concepts, Skill theme approach, Individualized instruction/differentiated learning

- Reflection Paper (due at the beginning of class 8/28): Using information from chapters 1, 2, and 3, classroom discussions and additional resources, define your personal philosophy of physical education and describe the value and differences in physical education and physical activity.

#### **Week 2**

- M 8/31 - SHAPE standards, IL learning standards  
Ch. 4: Class sizes, teaching sessions, facilities, and equipment
- W 9/02 - Ch. 6: Planning (yearly plan, unit plan, lesson plan and assessment plan)
- F 9/04 - Ch. 7: Analysis of reflective teaching, peer mentoring, and PERA (New performance evaluation tools: Danielson Framework)

- Reflection Paper (due at the beginning of class 9/09): Use information from chapters 4, 6 and 7, classroom discussions and additional resources in your writing. Contact one elementary PE program and report on the following:
  1. Taught by a PE teacher or classroom teacher?
  2. Class sizes
  3. Minutes of instruction per week/ sessions per week
  4. Facilities, equipment, budget
  5. Yearly curricular plan, unit plan, daily plan: Use of what standards/performance objectives/types of assessments
  6. Does this program incorporate core subjects into PE class, or PE into core subjects?
  7. Your reflective analysis of the information you obtained

#### **Week 3**

- M 9/07 - Labor Day
- W 9/09 - Ch. 8: Classroom Management and organization
- F 9/11 - Chapter 9: Discipline, positive reinforcement, time on task

- Reflection paper (due at the beginning of class on 9/14): Based on our discussions, text materials from chapter 8 and 9, and previous courses experiences write out your classroom discipline plan and rules. Specify what grade level. Explain your development process and rationale.

#### **Week 4**

M 9/14 – Ch. 10: Instructional approaches

W 9/16 – Ch. 11: Observation

F 9/18 – Go observe an elementary PE program using the observation checklist form.  
[Observation Assessment #1 will be due 9/25 at the beginning of class]

- Reflection Paper: (due at the beginning of class on 9/18) Using the information from chapters 10 and 11, classroom discussions and additional resources answer #5 on page 159 from the textbook. Either create or locate a task sheet. Analyze your task- when will you use it? Who will use it? Describe the pros and cons of task teaching and possible solutions.

#### **Week 5**

M 9/21 - Ch. 12: Assessing student learning. Practice using the Gross Motor Skill Assessment Tool

W 9/23 - Trinity Christian School: Motor skill assessment

F 9/25- Ch. 12 cont. Discuss assessment tools, developing grading rubrics

- Observation assessment #1 (due at the beginning of class on 9/25)
- Reflection Paper (due at the beginning of class on 9/28) Use chapter 12, classroom discussions and any additional resources in your writing. Obtain two forms of motor skill assessments and evaluate by instructional approach.

#### **Week 6**

M 9/28 – Ch. 32: Teaching across the curriculum

W 9/30 – Action based learning, Learning Readiness PE

F 10/02 – Developing lesson plans with core subjects

- Reflection Paper (due at the beginning of class on 10/5). Using chapter 32, classroom discussions and any additional resources discuss Active Learning, Learning Readiness Physical Education and Integrated Curriculum. How do you see yourself incorporating core subject materials into your physical education classroom?

### **Week 7**

- M 10/05 – Ch. 16, 19: Developing fundamental locomotor skills: walk, run, jump
- W 10/07 – (Practice in gym) Activity lesson development/ assessment development: walk, run, and jump
- F 10/09 – Trinity Christian School: teach your lesson ☺
- Lesson Plan (due at the beginning of class on 10/9)
  - Observation Assessment #2: Peer observation (due at the beginning of class on 10/14)

### **Week 8**

- M 10/12 – Fall Break
- W 10/14 – Ch. 16, 19: Development of fundamental locomotor skills: hop, slide, gallop, and skip
- F 10/16 - (Practice in gym) Activity lesson development/ assessment development: hop, slide, gallop, and skip

### **Week 9**

- M 10/19 – Ch. 20, 21, 23: Development of fundamental locomotor skills: weight transfer, kick, throw, and catch
- W 10/21 – (Practice in gym) Activity lesson development/ assessment development: weight transfer, kick, throw, and catch
- F 10/23 – Trinity School: teach your lesson ☺
- Lesson Plan (due at the beginning of class on 10/23)
  - Observation Assessment #3: Peer observation (due at the beginning of class on 10/26)

### **Week 10**

- M 10/26 – Debrief after teaching lesson at Trinity School. Peer feedback. Ch. 24, 25, and 26: Development of fundamental locomotor skills: volley, dribble and striking
- W 10/28 – Development of grading rubric and skill progression practice for volley, dribble and striking (in gym)
- F 10/30 – Trinity Christian School: Lesson activity with skill pre-assessment
- Lesson Plan (due at the beginning of class on 10/30)
  - Observation Assessment #3: Peer observation (due at the beginning of class on 11/02)



## **Week 11**

M 11/02 – Ch. 27: Fitness in PE, Fitnessgram, student goals, pre/post-test grading

W 11/04 – (practice in gym) administering the Fitnessgram tests

F 11/06- Trinity School: Fitnessgram testing

- Lesson Plan (Due at the beginning of class on 11/6)
- Observation Assessment #4: Peer observation (Due at the beginning of class on 11/09)
- Reflection Paper: (Due 11/9 at the beginning of class) Using information from chapter 27, classroom discussions, additional resources and the Fitnessgram data you obtained from your students at Trinity School, write an analysis and interpretation of the data based on Fitnessgram norms.

## **Week 12**

M 11/09 – Fitness based activity: Target heart rate, heart rate monitors, pedometers, fitness component focus, appropriate practices (practice in gym)

W 11/11 – Veteran's Day (no school)

F 11/13- Trinity School: Fitness based activity lesson

- Lesson Plan (Due at the beginning of class on 11/13)
- Observation Assessment #5: Peer observation (Due at the beginning of class on 11/16)
- Reflection Paper: (Due 11/16 at the beginning of class). Reflectively evaluate your fitness based lesson taught at Trinity School. Share your successes, areas of improvements. What are your strengths? What are your weaknesses?

## **Week 13**

M 11/16 – Ch. 30: Games, purpose, modifications, time on task. Game play lesson development (practice in gym)

W 11/18 – Trinity School: Game play lesson

F 11/20 – [IAHPERD Convention]

- Lesson Plan (Due at the beginning of class on 11/18)
- Observation Assessment #6: Peer observation (Due at the beginning of class on 11/23)

## **Week 14**

M 11/23 – Unit Plan development: Incorporating core subjects (Math, reading, Spelling) into a unit plan

W 11/25 – Thanksgiving Break

F 11/27- Thanksgiving Break

## **Week 15**

M 11/30 – Unit Plan development: Skill progression, game progression, fitness components

W 12/02 – Student Presentations: Unit plan

*Objectives	*Goals	*Standards	*Grade Level
*Instructional Strategies		*Duration	*Classroom Management Procedures
*Classroom Organization		*Assessment Tools	*Cross-curricular plan
*Teaching cues		*Safety	*Equipment/Materials

F 12/04- Student Presentations continued

- UNIT PLAN due 12/2

## **Week 16**

M 12/07 – Student Presentations continued

W 12/09 – Student Presentations continued

F 12/11- Review, closure, debrief

Finals Week:

W 12/16– 10:15 am - 12:15 pm      Final Exam in classroom