

AUBURN UNIVERSITY - DEPARTMENT OF KINESIOLOGY
 KINE 4200: Physical Education in Elementary Schools (4 credits)
 TRF 8:00am-10:00am/Beard Eaves Coliseum, Rm. 2033 Computer Lab/Aux Gym
<https://fp.auburn.edu/brocksj/4200>

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COURSE DESCRIPTION

This course is designed to produce confident and competent elementary school physical education teachers. In contrast to KINE 3300, which focuses on “how” to teach, this course focuses primarily on “what” to teach in the elementary school. It is intended to provide an understanding of “the skill theme approach” to children’s physical education curriculum based on skill themes, movement concepts and generic levels of skill proficiency. Emphasis will be placed on developing an applied understanding of the curricular concepts through: reading, lecture/discussion, movement, self-appraisal, reflection, and teaching children. Students will spend a significant amount of time creating developmentally appropriate lesson plans and delivering lessons through peer teaching and teaching in a local school utilizing effective teaching behaviors as presented in KINE 3300. Includes field experience. *Prerequisite: Admission into Teacher Education including fingerprints; KINE 3300.*

OBJECTIVES

As a result of this course students will:

1. Define and provide practical examples of skill themes and movement concepts.
2. Explain the need for generic levels of skill proficiency and how they are used in conjunction with skill themes to build a developmentally appropriate physical education curriculum for children.
3. Organize a developmentally appropriate progression for each of the skill themes and movement concepts.
4. Identify and provide appropriate movement tasks based on the skill level of children.
5. Accurately describe an appropriate progression of refinements based on generic levels of skill proficiency.
6. Explain the relationship of games, gymnastics and dance to skill themes and movement concepts and to other subjects and programs within the school.
7. Describe the differences between a skill themes approach to children’s physical education curriculum and other approaches.
8. Write developmentally appropriate skill theme lesson plans using a “content development” format.
9. Explain the inclusion of fitness concepts in the curriculum and how fitness concepts differ from fitness activities.
10. Develop a yearly skill theme progression to reflect realistic situations encountered in elementary schools.
11. Develop a plan for involving classroom teachers in physical education instruction that is compatible with the program of the physical education specialist.
12. Teach groups of children demonstrating a correct and developmentally appropriate use of the skill theme approach.
13. Describe current problems and practices in elementary physical education.

14. Develop a developmentally appropriate list of equipment for use in elementary schools.
15. Develop knowledge of strategies for developing/implementing a classroom management plan to ensure equitable and effective student access to available technology resources.
16. Develop knowledge of appropriate and effective learner-centered lessons that integrate technology, implement these lessons during field experiences, and develop knowledge of technology tools for instruction, student assessment, management, and reporting.
17. Utilize systematic observation instruments to measure teaching and learning outcomes.
18. Demonstrate a professional commitment to being a dedicated physical educator.
19. Demonstrate willingness and enthusiasm for teaching children.

REQUIRED TEXT & RESOURCES

Graham, G., Holt/Hale, S. A., & Parker, M. (2010). *Children moving: A reflective approach to teaching physical education*, (8th ed.), New York: McGraw-Hill.

Holt/Hale, S. (2007). *On the move: Lesson plans to accompany "Children moving: A reflective approach to teaching physical education,"* (7th ed.), New York: McGraw-Hill.

*Mesh Equipment Bag (at least 24" x 30" inches) for transporting equipment to schools for field experiences and for moving equipment to different teaching areas while at schools. The equipment bag is required to be at the school with you while teaching.

RECOMMENDED RESOURCES

<http://www.pecentral.org>

www.aahperd.org

<http://www.asahperd.org>

ASSESSMENT (*see asterisk below)

Quizzes	10%
Lesson Plans	40%
Personal Reflections	10%
Weekly Teaching Tasks/Labs	40%

(5 points will be deducted from the Weekly Teaching Task grade for teaching without a nametag or any other "Professional Behaviors Expected" violation that is observed by the cooperating teacher, professor, or via videotape).

**Class Discussion is expected. There are no points for class discussion, however up to 10 points may be deducted by the instructor for those students who do not participate in class discussions.*

GRADING SCALE

93 -100 = A	(superior; substantially exceeds expectations)
86 - 92 = B	(better than average; does more than minimal requirements)
80 - 85 = C	(average; does only what is required)
75 - 79 = D	(below average; does not meet minimal Alabama state standards)
0 - 74 = F	(unacceptable)

ATTENDANCE/TARDINESS POLICY

Participation: Students are expected to participate in all class discussions and class events. A deduction of 2 points from your final grade will be assessed for sleeping or not paying attention, using a cell phone, or participating in any activity that is not strictly part of KINE 4200. This applies to class lecture, observations, and field experiences.

It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

You should treat this class like a job (i.e., a job that you want to keep). Attendance in class and field experiences is mandatory. You are solely responsible for obtaining any work (including handouts, notes, discussion topics, etc) missed in the event of an absence or tardiness. For each absence (class, field experience, or any scheduled meeting), 1 letter grade will be deducted from your final grade. Please note that ALL tardies during field experiences will result in a 5 point deduction from your final grade. Absences are ONLY EXCUSED IN SERIOUS EMERGENCIES as outlined in the Tiger Cub. Also, you must call me if you will be late or absent. If I do not hear from you before class, I should certainly have an email or voicemail by the end of class. If you will be late or absent to a field experience you must call me, your teaching partner/group, and the cooperating teacher at your assigned school so accommodations can be made for your students. You are responsible for arranging and making up excused and unexcused (*NCATE contact hour requirement*) field experience absences outside of KINE 4200 class time and at the convenience of your cooperating teacher. Make-ups should be completed within one week of the absence so you can turn in your weekly lab requirements. If you are absent for a scheduled make-up time, the absence will also count as an additional class absence with all applicable grade deductions. ALL DOCTOR/DENTIST/TRAINER APPOINTMENTS SHOULD BE SCHEDULED OUTSIDE OF CLASS TIME. It is essential in learning to teach that you make your ideas and feelings explicit through group experiences and discussions, as well as examine your ideas in relation to those of others. If you are not present, you do not have the opportunity to do this, nor do your classmates benefit from your experiences and ideas. Tardiness will result in the deduction of ½ a letter grade from your final course grade.

2 instances of tardiness = 1 unexcused absence ~ *Please Be On Time!

***Students missing 3 or more classes during the semester will receive a grade of FA, unless their final score is less than a C, in which case they will receive an F.**

Note: It is your responsibility to notify the professor immediately following class if you arrived late (recorded absences will not be altered at a later date). It is advisable to check this periodically during the semester.

Assignments & Quizzes:

- All assignments must be typed (unless otherwise noted).
- All assignments are due at the beginning of each class. Assignments turned in after the start of class are late and will be penalized 10 points, as well as additional deduction of 10 points per day (if you are unable to attend class on the day an assignment is due, make arrangements to turn the assignment in to me before class time on the due date). If you wait until the last minute to complete assignments, computer/technical problems WILL occur. Now that you know this, it is no longer considered a legitimate excuse. Be sure to save all work in multiple places.

- As an academic courtesy, editorial quality on all writing assignments is assumed. That is, all written work must be spell-checked and proofread before submission. One point will be deducted for EACH spelling and grammatical error.
- Unannounced quizzes will be sporadically given at the beginning of class. No questions will be repeated for those who arrive late, and no quizzes will be made up.
- Teaching labs will videotaped. It is your responsibility to ensure you have an operable camera. If camera malfunction occurs, it is your responsibility to make arrangements to teach and videotape the lesson again. Teaching videos **MUST** be unedited from beginning to end of lesson (i.e., you should not stop/restart during a teaching episode). If you are missing any parts of the lesson, particularly the beginning or end, you will be required to teach and videotape the lesson again at the teacher's convenience and outside of KINE 4200 class hours. *Note: You will learn that an effective teacher is judged by the success/learning of the students, therefore be sure not only the teacher, but especially the students, are in view when videotaping. Also, keep the observer in mind; slow camera movements, reasonable distance maintaining sound, zoom sparingly.*
- Students will NEVER be permitted to teach without a lesson plan (no LP = no teaching = absence).
- Be prompt and be prepared to start your lesson as soon as students arrive (field experiences).
- Students missing a teaching lab with an excused absence will be expected to schedule and makeup that teaching/weekly scheduled content within one week.

PROFESSIONALISM

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

It is your responsibility to be professional at all times when in class and out in the schools. You represent Auburn University and our program and we expect you to be a model of appropriate behavior. We expect that you will always comport yourself in class and in the schools in a manner befitting a professional teacher and an adult role model. Appropriate attitude and ethical behavior are expected (No whining, gossiping, or criticism of teachers, students, peers). Also, professionals maintain a characteristic level of professional discourse. This includes taking care that your words reflect objectivity, honesty, and the kind of nurturing expected of a teacher, regardless of your own prior experiences. Remember, you never know when you may be in contact with a prospective employer.

You are required to dress appropriately and in compliance with the standards in the schools. If you are not dressed appropriately (collared shirt, nametag, watch, athletic shoes, clothing as described below, well-groomed, equipment bag) during a school visit or lab experience, you will be asked to leave and it will be counted as an unexcused absence. During lab experiences you may not wear jeans, cut-off shorts, t-shirts, sandals, boots, tank tops, or any article of clothing advertising bars or with writing that is inappropriate for children. NO HATS should be worn unless class convenes outside (this is also expected during our class meetings).

Professional Behaviors Expected:

1. Participate enthusiastically.
2. Be prepared for classes and activities.
3. Be on time, regardless of whether it is your turn to teach or videotape.
4. Dress professionally and appropriately for active participation. *For this class, that includes a nametag, watch, collared shirt, dress pants/shorts, and being well groomed.* Tee shirts are not acceptable.
 - a. Inappropriate dress includes: Hats, trash t-shirts, tank tops, half shirts, cut-off shorts or shirts, sandals, boots, jeans, visible tattoos and piercings, jewelry.
5. Turn off cell phones, mp3s, ipods, and all other electronic devices before entering class. All cell phone use (including texting) during class and field experiences is prohibited.
6. Refrain from eating, drinking, and chewing gum or tobacco in class.
7. All students are expected to arrive to their schools at least 15 minutes before class time.
8. Students are expected to have their lesson area set up before the children arrive, and to ensure that all videotaping materials are set up and ready (i.e. batteries charged etc). This applies to the current teacher and videographer.
9. All students will have their lesson plans and equipment bag available with them at the teaching site.

*Please note that any violation of the "Professional Behaviors Expected" will result in the student being asked to leave and it will be counted as an unexcused absence. There will be a 10 point deduction from the Teaching grade for each professional criteria not met.

ACADEMIC DISHONESTY

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Students will be held accountable for the academic integrity of their work. Violations of academic integrity include:

1. PLAGIARISM - this includes copying work (either directly or indirectly) from a source and not referencing it (i.e., books, website, peers, notebooks, exams, projects, etc).
2. CHEATING - on examinations or assignments by unauthorized collaboration with other students.
3. PURCHASING PAPERS/PROJECTS - using crib sheets or other aides during an examination, or presenting the same written work as the requirement for more than one course without the permission of the professors involved.

Any student suspected of academic dishonesty will be reported to the university. Sanctions may include receiving a failing grade for the assignment, examination, or course; being placed on probation; or being dismissed from the university.

**If you have ANY concerns relating to the academic integrity of your work, please ask. It is much better to be safe than sorry.*

STATEMENT REGARDING DISABILITY ACCOMMODATIONS

"Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours [or by appointment] the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096."

Teaching Performance Criteria:

1. Stopping/Starting protocols
2. Equipment management/protocols
3. *Maximum participation
4. Use of student names
5. Organization
6. *Maximum activity time-minimal instruction/management (*note differences in criteria #3 and #6*)
7. Back to the wall/Monitoring pattern, pace, view
8. Efficient demonstrations
9. Feedback (Performance & Motivational)
10. Appropriate questioning
11. Checking for understanding
12. 3 Voices
13. Positive Pinpointing
14. Challenges/refinements
15. Cross-group feedback using student name
16. Enthusiasm/urgency
17. Teachable moment
18. Guided discovery
19. Caring
20. Equity (*Must think on this one! Does not simply mean "equal" or gender-based.*)