Point Loma Nazarene University
Department of Kinesiology
PED 308 – Physical Education for Children – 3 Units

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Class meets Monday, Wednesday, & Friday from 7:25-8:20 a.m. in K-2 and First Church Gym. See Daily Schedule for location.

Office hours: Mon/Wed—9:30-3:30; Tues/Thurs-1:30-3:30; Fri-8:30-2:00

PLNU Mission ✪

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION:

- Development of competencies in teaching motor skills, social skills, and fitness through games, sports, and movement experiences. Organization of teaching units, classroom management, and selection of methods and materials for pre-school through middle school grade levels.

IDEA OBJECTIVES:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply course material (to improve thinking, problem solving, and decisions)

STUDENT LEARNING OUTCOMES:

- The student will understand the philosophy, principles and standards that guide the program of physical education in the preschool, elementary and middle school.

- The student will be able to evaluate activities that should be included in the program in order that preschool, elementary and middle school students may derive the maximum value from their experience in physical education.

- The student will be provided opportunities for participating in and teaching movement exploration activities, fundamental motor skills, games, team sports, and dance for the purpose of developing a practical knowledge of the basic skills of performance, organization and leadership.

- The student will become acquainted with and utilize resource materials in the field of physical education.

- The student will utilize critical thinking skills as he/she learns about past, current, and future issues in the preschool, elementary, and middle school physical education programs.

- The student will gain an understanding of the nature of the learner through observation and practical application of the principles studied.

- The student will recognize individual differences such as gender, race, culture, ability, or disability and their relevance in a physical education program.

- The student will understand the roll of the teacher in the preschool, elementary, and middle school physical education programs

- The student will demonstrate fluency with the elements of dance such as space, time, levels, and force/energy, and will be able to identify and explain styles of dance from a variety of times, place, and cultures.

- The student will describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages.

- The student will understand the significance of cultural and historical influences on games, sports, dance, and other physical activities.

COURSE REQUIREMENTS:

A. Textbooks:
   Pangrazi, R.P. ***Dynamic Physical Education for Elementary School Children.*** **(16-18th ed.).** San Francisco: Benjamin Cummings.
   Pangrazi, R.P. ***Curriculum Guide: Lesson Plans for Dynamic Physical Education for Elementary School Children. (16-18th ed.).*** San Francisco: Benjamin Cummings. If text is available as etext this is fine too!
   Also need a blank memory card for videotaping your lessons OR ***memory for 50 min of video on your cell phone!***
B. Visual and Performing Arts Framework and Student Content Standards
C. On two-hour reserve in Ryan Library:
   Variety of videos for video review.
D. Students will need their own whistle to be brought to class each day once we begin practicals. (Book Store or sporting good store)
E. 3 x 5 cards for lesson plan notes, etc.
F. One skein of 3-ply yarn for making 4 to 5 yarn balls.
G. REGULAR AND PUNCTUAL ATTENDANCE at all classes is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course

are minimal requirements to be met. **There are no allowed or excused absences** except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Vice President for Academic Affairs. Assignments to be missed should be discusses with me **prior** to missing class. (See University Catalog for further clarification.)

H. **Written exams and quizzes** *may* be given covering class lectures and activities and the textbook. Make-up exams will not be given unless prior arrangements have been made. Come to each class session prepared. **(TBA)**

I. **ASSIGNMENTS:** Unless otherwise specified, each assignment is to be word processed (12 font only) on 8 ½ x 11 paper and is to be turned in on the date due. Assignments received late will not receive full credit. Due dates (some are flexible) will appear on Daily Schedule sheet. **See each class schedule for due dates.**

Group Discussions of Reading: You will be placed in small groups for discussion of VAPA Framework and text readings. Bring your completed Reading Graphic Organizer (RGO) to class ready to discuss your insights, and *in class* you will add to your RGO at least 3 insights you gain from group members. See weekly schedule for assigned readings. **(15 pts - 3 reflections at 5 pts ea)**
VAPA Framework can be found at:
http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf

Assignment #1 – Keep a daily log of your physical activity for 3 weeks. (Use handout provided) Write a 2-3 paragraph reflection paper related to the following questions: 1) Is YOUR level of activity sufficient to maintain a healthy level of fitness? 2) How is YOUR level of fitness going to impact the students you will be teaching? 3) What can you do to enhance your credibility among your students? (**40 pts) See handout**

Assignment #2 – In-class teaching assignments (practicals). You will be given six teaching assignments in our class. You will turn in a lesson plan for each activity that you will teach (*lessons to include locomotor skills, physical fitness, dance, games and sports, cooperation and competition, responsible social behavior, cultural and historical influences, adaptations for special needs*). This should follow the format in Pangrazi's Lesson Plan Curriculum Guide Book. Include footnotes and bibliography as appropriate. Keep a copy for your portfolio. One week prior to your final major lesson you must make an appointment with me to go over your preliminary draft of your lesson plan. Due as assigned. (**110 pts) See handout**

An important part of each practical lesson is an evaluation by both peers and the professor. Rubrics will be distributed for this purpose. Clarity, honesty, and proper feedback are a professional responsibility, and not to be taken lightly. **(See sample form in syllabus-5 pts ea day for up to 125 total points- depending on class #'s)**

Assignment #3 - Read **2** current journal articles which relate to the teaching of physical education to children. Photocopy the article, highlighting the areas of importance to you, then write a 1-2 paragraph critique-include bibliography. **40 pts (20 per article)** *Suggested Journals and Periodicals: Journal of Physical Education, Recreation and Dance, Strategies, Teaching Elementary Physical Education, Young Children (National Assn. For Education of Young Children), Johperd,* **Not acceptable:** *Reader's Digest, Sports Illustrated, Prevention, Vogue, Shape, Self, Etc.* For Web sites try: http://www.amhrt.org/ and http://pe.central.vt.edu. Articles read should be at least two pages in length. **(See attached "Assignment #3" Rubric for Journal Articles)**

Assignment #4 – Write **1** Video review – the following videos are available from Media Services (3rd floor of Ryan Library). View the video and write a one-page review of the video and include a paragraph describing how this is different/similar from the way you were taught, or have taught **and** how you would implement these techniques in your classroom. **(20 pts)**

Assign. 4 – cont.
Dynamic Physical Education Video Series: (please note we may be viewing some of these in class.)

- Teaching a Physical Ed. Lesson – VC 1128, v. 1
- Teaching Sport Skills to Children – VC 1128, v. 2
- Fitness Activities for Children – VC 1128, v. 3
- Managing Students – VC 1128, v. 4*

Physical Education for Elementary School Children – CNN – VC 2701
Let's Move, Let's Play – VC 2462 (preschool)*
Preschool Physical Development – VC 1898
Parachute Games with Brad Warren – VC 1295 (examples of what not to do)
Children with Disabilities in Physical Education – VC 3070
*You may also watch HBO Weight of the Nation Part 3 for your review.
*highly recommended

Assignment #5 – Observation/Participation: Each student is expected to observe **3** classes of physical education in a preschool, an elementary or middle school setting (**20 pts ea)** **OR** teach one complete (with lesson plan) lesson at an elementary or middle school. You must get prior approval from P.E. teacher. (**60 pts)**
(See Attached "Assignment #5" rubric sheet)

GRADING:

Group Labs	3 @ 5 pts ea	**15 pts**
Activity Log		**40 pts**
In-class Teaching		**110 pts**
	Fundamental Motor Skills (Cha 16 - 10pts)	
	Manipulatives (Cha 17 – 10 pts)	
	Body management (Cha 18 – 10 pts)	

Movement Themes (Cha 15 – 10 pts)
Games (Cha 22 - 10 pts)
Focus (full lesson) (Cha 19-30 – 60 pts)

Journal Articles 2 @ 20 pts	**40 pts**
Video Review	**20 pts**
Observation/Participation	**60 pts**
Evaluation of peers – 21 @ 5 pts ea	**105 pts**
Self Evaluation/reflection paper	**2 pts**
TOTAL	**TBA pts**

SCALE:	**A 92%**	**C+ 78%**		
	A- 90%	**C 72%**		
	B+ 88%	**C- 70%**		
	B 82%	**D+ 68%**		
	B- 80%	**D 62%**	**etc.**	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.