

	<p>Department of Kinesiology</p> <p>KIN3008 - Methods of Teaching Physical Education</p> <p>3 Units</p>
<p>Fall 2024</p>	

<p><b>Meeting days:</b> Monday/Wednesday/Friday</p>	<p><b>Ann Davis, M.Ed., Assistant Professor</b></p>
<p><b>Meeting times:</b> 7:25 a.m. - 8:20 a.m.</p>	<p><b>Phone:</b> 619-889-7738</p>
<p><b>Meeting location:</b> Kinesiology Classroom 2 (KIN 2)</p>	<p><b>Email:</b> andavis@pointloma.edu</p>
<p><b>Final:</b> Wed. Dec. 18th 7:30am</p>	<p><b>Office Hours:</b> Posted on office door</p>

**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 is an expression of faith. Being of Wesleyan heritage, we strive 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 preschool 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:**

1. The student will understand the philosophy, principles and standards that guide the program of physical education in the preschool, elementary and middle school.
2. 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.
3. 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.
4. The student will become acquainted with and utilize resource materials in the field of physical education.
5. 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.
6. The student will gain an understanding of the nature of the learner through observation and practical application of the principles studied.
7. The student will recognize individual differences such as gender, race, culture, ability, or disability and their relevance in a physical education program.
8. The student will understand the roll of the teacher in the preschool, elementary, and middle school physical education programs
9. 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.
10. The student will describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages.

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

## REQUIRED TEXTS AND MATERIALS

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

- 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 this is available as an ebook, that works too!**

Other required materials:

1. Sign up for [GOPHER PE Huddle blogs](#)
2. [Links to an external site.](#)
- 3.
4. Sign up for [DynamicPEASAP](#)
5. [Links to an external site.](#)
6. lesson planning video series.
7. **Also you will need memory for up to 50 min of video on your phone for videoing yourself "teaching" your mini lessons.**
8. [Visual and Performing Arts Framework](#)
9. [Links to an external site.](#)
10. and Student Content Standards.
11. 3 x 5 cards for lesson plan notes, etc.
12. One skein of 3-ply yarn for making 4 to 5 yarn balls.

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

## COURSE SCHEDULE AND ASSIGNMENTS

**Attendance** will be expected during all live (and Zoom) meetings as it is essential to optimum academic achievement. Please inform me in advance if you have special circumstances or conflicts during assigned live meetings.

**Quizzes** will be given covering video lectures.

**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. These are the major assignments, but there may be additional weekly assignments in the modules.

**Assignment #1** – Keep a daily **Activity Log** of your physical activity for 3 weeks. Use the 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? **(30 pts) Feb 2**

**Assignment #2 – In-class teaching assignments (practicals).** You will be assigned 5 mini lessons and 1 full 50 minute "major lesson" that you will teach to 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 which we will go over in class. A template for the lesson plan will be provided. Include footnotes and bibliography as appropriate. Keep a copy or save for your portfolio. One week prior to your final major lesson you must make an appointment with me via Zoom to go over your preliminary draft of your lesson plan. Due as assigned. **Mini lessons 10 pts each, major lesson 50 pts- Ongoing**

An important part of teaching a lesson is an evaluation by both **peers** and the professor. Rubrics will be distributed for your major lesson. Clarity, honesty, and proper feedback are a professional responsibility, and not to be taken lightly. **(5 pts for each evaluation completed. Total points will depend on how many students are in the class.)**

**Assignment #3 - Read 2 current journal articles which relate to the teaching of physical education to children.** Cite the article(s), referencing 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: [The American Heart Association](#)

[Links to an external site.](#)

. Articles read should be at least two pages in length. **Due: Mar 27**

**Assignment #4 – Write 1 Video review - Due Apr 5–View [HBO Weight of the Nation Part 3](#)**

[Links to an external site.](#)

. OR

["Healthy Students = Strong Learners".](#)

[Links to an external site.](#)



Write a one-page review of the video, reflect on the information and what as a future teacher you might do to help address these issues. **(20 pts)**

**Assignment #5** You are required to sign up to receive [Gopher PE Huddle Podcasts](#)

[Links to an external site.](#)

Please click on the link, sign up to receive emails from this site. Approx. every 2 weeks Dr. Pangrazi is holding recorded podcasts on the updates of PE and how teachers across the US are dealing with and incorporating wonderful options and ideas to make Physical Education a vital part of the curriculum. You will need to view roughly **6** of the recorded podcasts throughout the semester and post a comment (text box) as assigned. Instructions will be given for each podcast. **10 pts each for a total of 60 pts.**

**Assignment #6: Integrating Mechanical Principles.** Read pages 47-49 Chapter 3 from our text. Answer the questions provided on handout in Canvas and submit online. (5 pts) **Due Jan 26**

**Assignment #7: Reading Graphic Organizer. Due Feb 5(TBA).** Read pages 77-100 in Chapter 5 from our text. List 5 “A-Ha” Key points, insights of concepts and how you might

apply these concepts in your teaching practice. RGO and detailed instructions provided in Canvas. (5 pts) This may be an in class group assignment.

**Assignment #8:** Textbook Chapter 19 readings & **VAPA Framework Standard 3.0** levels pre-k-6 grade: “*Understanding the Historical Contributions and Cultural Dimensions of Dance*”. VAPA link: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

Links to an external site.

RGO link and details for this assignment provided in Canvas. (5 pts) **Due: Apr 15**

**Assignment #9: Making PE Equipment on a Budget. TBA** Read Chapter 10 “Facilities, Equipment and Supplies” in our text. Then view Professor Davis’ video

Links to an external site.

. Choose a piece of equipment that can be used to teach a skill or sport. Upload a short video of you making the equipment, the finished product and you using it in a game or skill/sport. (10 pts) **Due: April 24**

**ASSESSMENT AND GRADING**

<b>Activity Log</b>	<b>30 pts</b>
Lesson planning/Teaching Fundamental Motor Skills (Cha 16 - 10pts) Movement Themes (Cha 15 - 10 pts) Manipulatives (Cha 17 - 10 pts) Body management (Cha 18 - 10 pts) TBA! Games Skills (Cha 22 - 10 pts) Major full 55 min lesson (Cha 19-30) – 1 @ 50 pts	<b>150 pts</b>
Evaluation of peers' major lesson – 5 pts ea	<b>TBA</b>

Self Evaluation/reflection paper	<b>2 pts</b>
Journal Articles 2 @ 20 pts	<b>40 pts</b>
Video Review	<b>20 pts</b>
Discussion: GOPHER PE Huddle Podcast 6 @ 10 pts ea	<b>60 pts</b>
Group Discussion/RGOs/Reading 3 @ 5 pts ea.	<b>15 pts</b>
<b>Final</b>	<b>TBA</b>
<b>TOTAL</b>	<b>TBA</b>

\*Attendance: Is required. You are given 3 absences, but grade can be affected if you exceed the allowed 3. (Pending COVID-19 restrictions and online protocol)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

## 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 [Traditional Undergraduate Records:](#)

Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

## **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 RECORDING NOTIFICATION**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.



## **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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **ASSIGNMENTS AT-A-GLANCE**

The table below lists our assignments and their due dates. Click on any assignment to review it.