

KIN 324
Elementary Methods of Physical Education
2019, Block 3

Instructor: Dr. Bill Connor

Office Phone: 4267

Office: Law Hall **Email:** bconnor@cornell college.edu

Office Hours: I am always available to meet after class.

Class Room Location: Richard & Norma Small Multi-Sport Center, 16

Class Schedule:

Week 1:

M-TH: Sport Center, 16 (9 – 11am _ 1 – 3 pm)

F: Placement (8 am – 3 pm)

Week 2:

M-TH: In the schools (8 - 11am)- Sport Center (1 - 3 pm)

F: Placement (8 am – 3 pm)

Week 3:

M-TH: In the schools (8 - 11am)- Sport Center (1 - 3 pm)

F: Placement (8 am – 3 pm)

Week 4:

M-W: Sport Center, 16 (9 am – 12 pm)

Required Textbook:

Texts:

Pangrazi, Robert and Beighle, Aaron. Dynamic Physical Education for Elementary School Children, 18th edition, Pearson Higher Education, 2015.

Pangrazi, Robert, Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation, 18^h edition, Pearson Higher Education, 2015.

www.shapeamerica.org

www.pecentral.org

Course Introduction: Quality physical education programs for children have never been more important than they are today. Unfortunately, at a time of growing obesity in children and adults as well as increasing expectations to meet educational standards many schools have chosen to allot less time to physical education in favor of more “academic” learning. However, current research indicates a strong relationship between quality instruction in physical education and strong cognitive development, control of obesity, improved lifelong health habits, and improvement of movement skills foundation for future refinement of sports and lifetime recreation skills.

This course will provide the student with an overview of the goals and contributions of physical education to elementary students. It will also give students opportunities to identify and practice the application of appropriate teaching methods/materials to be used by Physical Education specialists.

Student Outcomes: Successful completion of KIN 324 will enable students, through observation and assisting in elementary physical education classes, follow up class discussions, examinations and assignments to demonstrate:

1. Comprehension of the critical role played by physical education in the total elementary school curriculum, citing specific and unique contributions that physical education makes to a children's total education .
(*INTASC #1*) (*Cornell: Knowledge*)
2. Understanding of the growth and development of the child in the areas of skeletal growth, muscular development and motor development and implications for design of learning activities in physical education. (*INTASC #1,2,3*) (*Cornell: Knowledge, Inquiry*)
3. Knowledge of developmentally appropriate physical education content and its implication for designing physical education curriculum and learning experiences by developing lessons and units of instruction. (*INTASC #1,2,3,5*) (*Cornell: Knowledge, Inquiry*)
4. Understanding of the developmental progression of basic skill themes and fitness concepts to include: locomotor, non-locomotor, manipulative skills, lead-up and modified games, and activities cues. (*INTASC #4*) (*Cornell: Knowledge*)
5. Understanding of motor learning principles as applied to learning and design of learning experiences for the elementary education student. (*INTASC # 4, 5*) (*Cornell: Knowledge*)
6. Knowledge of assessment tools and applications that enhance learning in physical education. (*INTASC #8*) (*Cornell: Knowledge*)
7. Ability to utilize computer technology to select and create meaningful teaching and learning experiences. (*INTASC #7,8*) (*Cornell: Knowledge*)
8. Successful completion of practicum experience. (*INTASC #5,6,7,8*) (*Cornell: Knowledge, Vocation*)

COURSE POLICIES

Accommodations: If you have a documented learning disability and will need any accommodations for this class, speak with the instructor and request specific accommodations no later than the 3rd day of the course. For more information about disability services and student responsibility consult the Cornell web sites: http://www.cornellcollege.edu/student_affairs/compass/2006academicpolicies.shtml

Academic Integrity: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his own work unless there is a citation of a specific source. If appropriate acknowledgment of sources is missing, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading "Honesty in Academic Work."

Class Etiquette:

1. Class begins on time. Students are expected to arrive in a timely fashion in order to begin active class participation on time.
2. All students are expected to arrive at class with assignments fully completed and to enter into all class discussions in large or small groups.

3. All class members are to be treated with respect. Everyone will listen respectfully to other ideas, questions and opinions.
4. Please do not carry on private conversations while another student or the instructor is speaking.
5. Every member of a group is responsible for soliciting and supporting the involvements of other students.
6. Clothing with any sexual inference, alcohol advertisement or that is offensive to others is not allowed.
7. At no time will swearing, profanity, off color or disparaging jokes or remarks be allowed.
8. All cell phones and pagers are to be turned off and put away before the start of class.
9. Keep your appearance clean and professional at your elementary school. Take direction from your mentor teacher. Present yourself in a manner that you would be happy to see the superintendent or a child's parent walk through the door.

Assignments and Assessment:

Quantitative and qualitative assessments in this course will consist of:

1. Attendance and Participation: 30%

Attendance at class is required - 30% of your grade will be based on your attendance and participation – six points will be deducted off of your attendance grade for each absence, 3 points will be deducted for each tardy. Your participation effort will be also qualitatively assessed by your instructor and cooperating teacher.

*a. Dress – dress and present yourself professionally for physical activity.

*b. Best Effort

grade will drop three points for each day that exemplary participation is not displayed, or you are not properly attired for professional activity.

2. Assignments: (40%)

a. Completion of in class peer teaching assignments (10%)

b. Completion of a series of one page single spaced 12 font reflections on the your practicum experiences - one for each day (20%)

*Use three different fonts:

1. What did You do today

2. How did you feel about it (from the heart!)

3. Relate this experience to what you are learning in class

c. Completion of a professional teaching portfolio based on SHAPE National Physical Education Beginning Teacher Standards - which will reflect the experiences in this course and can be continued as you move through your professional preparation (10%)

3. Exams: (30%)

a. Four Objective exams covering text and class materials

*Grading: Grading: 93-100 = A, 86-92 = B, 77-84 = C, 70-76 = D, 69 and below = F

Humanistic Dispositions

Being a teacher entails more than simply knowing your subject matter and knowing pedagogical methods. It involves exhibiting and embracing a range of appropriate emotional and intellectual dispositions. Consequently, as part of your education at Cornell, you will be expected to cultivate the following Humanistic Dispositions: *Professionalism, Collaboration, Commitment to Learning, Reflection and Adaptability, Self-direction, Facilitation of Challenging Learning Environments, and Learner Advocacy*

Your academic work should offer opportunities for you to practice and develop these dispositions. It is crucial that Cornell graduates who become teachers hold these dispositions articulated in the Dispositions document, which connects to the following Educational Priorities and Outcome: ethical behavior (www.cornellcollege.edu/education/teacher-education-specifics/dispositions-policy-and-dispositions-evaluation.shtml). Your education professors will evaluate your dispositions as you proceed through the education program. Upon conclusion of each methods course, you will be formally assessed and provided feedback regarding your progress in these areas. Failure to conduct yourself in a professional and ethical manner will be documented and may be grounds for removal from the Teacher Education program. A detailed copy of the Education Department's dispositions on which you will be evaluated is available on the Education Department's website

Cornell College Dispositions of Preservice Teacher – Evaluation Instrument

Students (applying and admitted) to the Teacher Education Program will be evaluated on the dispositions listed below.

1. Behaviors and dispositions that do not meet the expectations as evaluated by the Education Department faculty, staff, and other interested parties will be documented.
2. Students with a pattern of behaviors and dispositions that are not in line with those listed below will meet with the Chair of the Education Department to develop a plan of action (contract).
3. If contract is not satisfactorily met within the agreed upon time frame, the student may be subject to removal from the program or not recommended for licensure, as deemed appropriate by the Chair and Education Department members.
4. Due Process - Student may appeal by following the procedures outlined below:
 - a. Write a letter to the Chair outlining objections within five days of notification.
 - b. The student's letter will be transmitted to the Education Department faculty for review, discussion, and a final decision. The student may be present for the review.
 - c. If students want to appeal the decision further they may request a formal hearing with the opportunity to be heard by the Education Department.
5. Sources of assessment: observable behaviors (in class, on campus, within public/private schools, and in public); written correspondence (emails, etc.), and oral communication. These will be documented on the Dispositions Assessment Report (DAR) and revisited by Education Department members during each assessment period outlined in the report.

HUMANISTIC DISPOSITIONS

Professionalism:

- Demonstrate professional and ethical conduct with supervisors, students, parents, colleagues, and community.
- Demonstrate a pattern of professional behavior such as promptness, task completion, maintenance of confidentiality, and honesty.
- Consistently honor the needs and best interests of learners.
- Exhibit poise and reflection in difficult situations, enduring stress, and maintaining stability in the face of challenges.

Collaboration:

- Develop collaborative relationships that enhance the learning and teaching experience.
- Consistently interact with others in ways that communicate professionalism.
- Show appropriate regard for the needs, ideas, and experiences of others by engaging in open dialogue and effective action to accomplish goals as part of a larger group.
- Develop positive and collaborative relationships with students, administrators, parents, peers, and other members in the community.
- Accept personal responsibility for achieving goals.
- Instill democratic ideals and practices within the classroom and in the community.

Commitment to Learning:

- Demonstrate commitment to professional and intellectual development.
- Take advantage of learning opportunities.
- Demonstrate enthusiasm, commitment, and optimism for the learning and teaching process.
- Generate questions and actively engage in an intellectual and participatory manner with others.

Reflection and Adaptability:

- Adjust to new circumstances and demonstrate flexibility in the face of new realities.
- Exhibit an open-minded and reflective attitude when receiving feedback from others.
- Exhibit awareness of and engagement in human interactions both inside and outside the classroom, being able to adapt, adjust, and modify practices to meet the needs of self and students.
- Use reflection to generate potential improvements and apply outcomes of reflection to future interactions.
- Act to reduce personal biases while evaluating the effectiveness of instruction and behavior in terms of the larger goals of education.

Self-Direction:

- Actively demonstrate ability to differentiate methods and materials in teaching.
- Actively demonstrate initiative in the pursuit of deepening one's own learning.
- Exhibit a willingness to pursue solutions to problems or questions by gathering relevant data.
- Demonstrate self-direction and confidence, consistently performing above minimum requirements, and seeking creative and expressive avenues for student, self and others.
- Consistently use available resources in the pursuit of academic and professional goals, while visualizing and implementing novel ideas and practices in the field of education.

Facilitation of Challenging Learning Environments:

- Use and model effective communication skills, thinking skills, and creative expression.
- Consistently model appreciation for all people while providing opportunities for student to hear, consider, and discuss varying viewpoints.
- Incorporate practices in teaching that reflect appropriate voice, tone, posture, verbal, and non-verbal communication.
- Challenge learners to think creatively about content and facilitate the extension of learning experiences beyond expectations.
- Demonstrate intellectual engagement with material and colleagues while nurturing high expectations in self, students and others.

Learner Advocacy:

- Appreciation for diversity of thought, background, experience, and abilities in an interdependent, global society.
- Interact with learners in ways that consider individual differences and life experiences as assets.
- The written work, material selection, activity design, and other expressions reflects an appreciation for culturally, linguistically, and socially diverse learners.
- Promote awareness, understanding, and appreciation for diversity in students and families both within and outside the classroom environment.

Humanistic Dispositions Assessment Report

Unmet (1) = Does not meet the criteria for the disposition. Contract required to proceed.

Met with Conditions (2) = Improvement necessary upon next dispositions assessment to proceed without contract.

Met (3) = Disposition met with approval to proceed.

Name: _____ Certification Area: _____

Kinesiology 324: Elementary Physical Education Methods - Course Outline - Block 3, Fall 2019

Date	Topics	Assignments for today's class Text - Pangrazi, Darst
10/21	<p>What is a Physical Educator? Elementary School Physical Education - Overview Pangrazi Chapter 1 SHAPE Beginning Teacher Standards (Portfolio Discussion) K-5 Physical Education Outcomes (SHAPE) Developmentally and Instructionally Appropriate Physical Education, Social and Emotional Development through Physical Education - "Hall of Shame" - considerations for programming Chapter 15 - Movement Education Concepts and Themes (Space, Time, Effort) EPEC @ Chap. 16 - Fundamental Locomotor Skills and Introductory Activities - even rhythms: walking, running, hopping, jumping (horizontal and vertical)</p>	<p>Chapter 1, 15, 16</p>
10/22	<p>Chapter 2 - Understanding the Growth and Development of Children SHAPE - Essential Components of Physical Education Programs Physical Education Advocacy - role re: childhood obesity Skill Theme vs Traditional Elementary Physical Education EPEC curriculum Chapter 16 -Fundamental Locomotor Skills and Introductory Activities- uneven rhythms: skipping, galloping, sliding</p>	<p>Chapters 2,16 (con't)</p>
10/23	<p>Physical Activity Determinants Social and Cultural Factors influencing Physical Activity Engagement Voices from the Past - Social/Emotional Development EPEC Curriculum - social and emotional development Fundamental Manipulative Skills - emphasis Throwing (Underhand and Overhand), Catching, Dribbling with hands and feet</p>	<p>Chapter 17</p>
10/24	<p>Graham - The Rise and Fall of Physical Education EPEC Fundamental Manipulative Skills - Kicking, Punting, Striking, Volleying Chapter 17 - Manipulative Activities Assessment of Fundamental Motor Skills(Test of Gross Motor Development) Chapter 3 - Preparing a Quality Lesson SHAPE - Momentum Magazine starting tips</p>	<p>Chapter 3, 17</p>
10/25	<p>Placement in schools - all day (8-3)</p>	<p>Reflection - due Monday 10/28</p>
10/28	<p>Quiz 1 (Week One Material) Chapter 4 - Curriculum Development Chap 18 - Body Management Skills 1/2 day Placement in School</p>	<p>Chapters 4,18 Reflection due 10/29</p>
10/29	<p>Chapter 5 - Improving Instructional Effectiveness Chap 18 - Body Management Skills (continued) Chapter 19 - Rhythmic Movement Skills 1/2 day Placement in School</p>	<p>Chapters 5, 19 Reflection due 10/30</p>
10/30	<p>Chapter 19 (continued) - Rhythmic Movement Skills 1/2 day Placement in School</p>	<p>Chapter 19 (continued) Reflection due 10/31</p>

10/31	Chapter 6 - Management and Discipline EPEC - Social and Emotional Development Chapter 20 - Gymnastics - Related Skills 1/2 day Placement in School	Chapters 6,20 Reflection due 11/4
11/1	Placement in schools - all day (8-3)	Reflection - due Monday 11/4
11/4	Quiz 2 (Week Two Material) Chapter 7 - Children with Disabilities Chapter 21 - Cooperative Skills 1/2 day Placement in School	Chapters 7,21 Reflection - due Monday 11/5
11/5	Chapter 8 - Evaluation and Technology EPEC rubrics Chapter 22 - Game Skills 1/2 day Placement in School	Chapters 8, 22 Reflection - due 11/6
11/6	Chapter 9 - Legal Liability, Supervision, Safety Chapter 23 - Lifetime Activities Chapter 24 - Basketball 1/2 day Placement in School	Chapters 9, 23 Reflection - due Monday 11/7
11/7	Chapter 10 - Facilities, Equipment and Supplies Chapters 24, 25 - Basketball, Football Junior NBA - shapeamerica.org/JrNBA 1/2 day Placement in School	Chapters 10, 24, 25 Reflection - due Monday 11/8
11/8	Placement in schools - all day (8-3)	Reflection - due Monday 11/11
11/11	Quiz 3 (Week Three Material) Chapter 12 - Promoting and Monitoring Physical Activity Chapter 13 - Physical Fitness Chapter 29 - Track and Field and Cross Country Running Chapter 30 - Volleyball	Chapters 12, 13, 29 Reflection - due Monday 11/11 Chapters 12, 13, 30
11/12	Chapters 26, 27, 28, - Hockey, Soccer, Softball	Chapters 26, 27, 28
11/13	Chapter 11 - Integrating Academic Concepts in Physical Education Chapter 14 - Active and Healthy Schools Course Summation	Quiz 4 (Week 4 material) - Chapters 12, 13, 26, 27, 28, 29, 30) National Beginning Physical Education Teaching Standards Portfolio Assignment Due