

**UNIVERSITY OF SAN DIEGO  
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES  
FALL 2010**

**EDUC 360 (3 Units)  
Physical Education in Elementary Schools  
Wednesday-1:00-3:50: SE 135  
Office SOLES #247  
Hours: Wednesday-10:30-12:00  
Thursday-9:00-12:00 & 1:30-3:30  
Friday-By Appointment  
Dr. Reyes Quezada ([rquezada@sandiego.edu](mailto:rquezada@sandiego.edu)) 260-7453**

## **Outcome II: Community and Service**

Teacher candidates will demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. They will bridge theory and practice by experiencing various dimensions of the community through active service engagements.

## **Outcome III: Ethics, Values and Diversity**

Teacher candidates will understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. They will create inclusive, unified, caring and democratic learning communities that value individuals regardless of background or ability, and equitably support their learning and development.

By the end of the course, candidates will be able to:

1. Incorporate the perceptual motor concepts (i.e. directionality, laterality, ocular pursuit, kinesthetic awareness, balance, gross/locomotor skill(s), eye-hand/eye/foot coordination skill(s), body/space awareness skill(s) into well-designed lesson plan/unit. (Standard 5.9, Content Domain 1.1)-
2. Recognize basic concepts of biomechanics (i.e. principles of opposition, follow through, objective focus, energy conservation, and total body assembly) and Newton's laws of motion as they affect manipulative-/locomotor/sports skill(s) development. (Standard 5.9, Content Domain 1.1)
3. Demonstrate an understanding of the importance of fitness programs in grades K-8 including: the connectivity between health and learning, scientifically based principles of health promotion and disease prevention, exercise principles of frequency, intensity, and time, to select activities that promote physical fitness throughout the lifetime of the child. Fitness components such as: flexibility, muscular strength, and cardio-vascular endurance will be incorporated into fitness profiles and health and wellness discussions with the child K-8. (Standard 5.9, 5.10, Content Domain 1.2)
4. Integrate the subjects of physical education and other content areas in K-8 in terms of movement skills development, physical education etiquette and rules of traditional and nontraditional games, sports, dance, relays, and movement exploration activities, regardless of gender, race, culture, religion, abilities, or disabilities. (Standards 5.9, 7.3, 8.1), Content Domain 1.3)
5. Recognize the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and general well being on the child K-8. The development of fine and gross motor skills will be discussed in terms of growth spurt(s) and body type(s) in the child K-8 (Standard 5.9, Content Domain 2.1)
6. Improve knowledge of the role of physical education in the development of positive self-image of the child K-8. Promote goal-setting practices of the child K-8 that will enhance the carry-over value of fitness and physical

- education goal(s) for the lifetime of the child. (Standard 5.9, 5.10, 7.2, 8.1, 8.4, Content Domain 2.2)
7. Improve knowledge(s) of individual differences such as gender, race, or disability by planning and participating in appropriate activities such as relays, sports, games (traditional and nontraditional), dance, manipulative(s), and movement education (exploration) activities. These activities will provide opportunities for self-expression and communication skills for the child K-8. (Standard 5.9, 7.2, 8.1, Content Domain 3.1, 3.2)
  8. Improve class management skill(s) while observing and teaching physical education lesson plans in the elementary school setting. (Standard 7.1-7.4, Content Domain Part II)
  9. Candidates for the Multiple Subject Teaching Credential will analyze, develop, and assess physical education lesson plans to promote maximum participation, inclusion, and engagement in activities such as: sports, games, rhythm and dance, movement education (exploration), and fitness. Developmental levels, individual differences, and development of positive self-image, self-expression, and communication skills of the child K-8 will be included in the structure of these lesson plans. (Standard 7, 8, Content Domain Part II)
  10. Understand the effect of societal/cultural/sociological influences on the physical education curriculum in grades K-8 by structuring physical education lesson plans for grades K-8 by teaching and demonstrating competencies at a local elementary school. (Standard 7, 8, Content Domain 3.2, Part II)

### **Required Textbooks/Readings**

California Department of Education. (2006). K-12 Physical Education Model Content Standards; <http://www.cde.ca.gov/ci/pe/cf/>

California Department of Education. (2009). <http://www.cde.ca.gov/ci/pe/cf/> Physical Education Framework for California Public Schools

K-2 & 3-6 SPARKS Activity Notebooks (Buy One).

### **Approved Journals for Critiques:**

Journal of Physical Education, Recreation and Dance

Journal of Teaching in Physical Education

Adapted Physical Activity Quarterly

Journal of Experiential Education

International Journal of Physical Education

### **Course Assessment and Requirements**

- 1) Candidates will read, evaluate and critique three journal articles in the discipline of physical and health education and lead a class discussion in small groups.
- 2) Candidates will take three quizzes covering textbook readings, notes, and in class discussions.
- 3) Candidates will complete a take-home final examination focusing on text readings, course lectures, and teaching field experience observations.
- 4) Candidates will peer teach art/music/math/geography/or other K-8 curriculum subjects in physical education (perceptual-motor development) emphasis with an integrative hands-on projects/lessons following the California State Frameworks and Model Content Standards.
- 5) Candidates will be involved in the PEACE service learning project and present physical education games based on the California Frameworks/Model Content Standards in teams at a local elementary school.
- 6) Candidates will research and write a physical education thematic unit that includes lesson plans using various curriculum resources.
- 7) Candidates will observe teachers or a Physical Education Specialist for a minimum of 6 hours of physical education lessons in **three** different elementary schools, **three** different grade levels and write three reflections of each two-hour observation.

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| <b>Assessment Criteria</b> |
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**CLASS PARTICIPATION:** Active, informed, prepared, with materials and assignments. Dressed Appropriately for physical education activities.

**ATTENDANCE:** Attendance is expected. If one is absent, it is the student's responsibility to get notes, assignments and handouts from a colleagues or instructor. Missing one session will automatically results in deduction of 25 points. Missing more than one class session will automatically drop grade to a minus. Missing more than two sessions will automatically result in the drop of a full grade. Leaving early/not returning from break is not acceptable.

**ASSIGNMENTS:** Written assignments are to be typed on 8 1/2" x 11 paper. Criteria for written work will include thoroughness, quality, and being completed on time. No late work will be accepted (no exceptions). Make sure assignments are printed prior to attending class no e-mailing of assignments will be accepted.

**COURSE GRADE:** Completion of all course requirements will determine final grade.

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| Course Outline |
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| Readings/Due Dates |
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## Session Topics

| <u>Session</u>            | <b>Topic</b>   | <b>Reading</b>  |
|---------------------------|--|---|
| <b>S. 1- September 1</b>  | Course Orientation/Syllabus<br>Physical Education Framework<br>P. E Model Content Standards<br>Adventure Based Teachers                    | Frmwk-Intro<br>Chap.1<br><i>Cont. Stndrs.</i><br>v-8 & 61-65                              |
| <b>S. 2- September 8</b>  | <b>(Outdoor Activities)</b><br>Qualities of Effective P.E<br>Programs  | Frmwk-Chp.2<br>Pgs.13-35<br><i>Cont. Stndrs.</i><br>1-4<br><b>Critique #1</b>             |
| <b>S. 3- September 15</b> | Adventure Leadership &<br>Learners<br>Physical Education Curriculum<br>Through Technology<br><b>(Outdoor Activities)</b>                   | Frmwk-Chp.2<br>Pgs. 36-57<br><i>Cont. Stndrs.</i><br>5-8<br><b>Quiz #1</b>                |
| <b>S. 4- September 22</b> | <b>(Outdoor Activities)</b><br>Physical Education Curriculum   | Frmwk-Chp.2<br>Pgs. 58-81<br><i>Cont. Stndrs.</i><br>9-12                                 |
| <b>S. 5- September 29</b> | Adventure teaching Models<br>Physical Education Curriculum<br>Grade Kindergarten, First<br>And Grade Second<br><b>(Outdoor Activities)</b> | Frmwk-Chp.3<br>Pgs. 82-95<br><i>Cont. Stndrs.</i><br>13-16<br><b>Critique# 2</b>          |
| <b>S. 6- October 6</b>    | <b>(Outdoor Activities)</b><br>Physical Education Curriculum<br>Grade Third and Fourth   | Frmwk-Chp.5<br>Pgs. 157-159,<br>184-188<br><i>Cont. Stdrs.</i><br>17-20<br><b>Quiz #2</b> |
| <b>S. 7- October 13</b>   | <b>(Group Planning)</b>  | Frmwk-Chp.6<br>190-204<br><i>Cont. Stndrs.</i><br>21-24                                   |
| <b>S. 8- October 20</b>   | Instructional Models   | Frmwk-Chp.7   |

|   |  |  |
|---|--|--|
|   | Lesson Plans<br>Grade Fifth, and Sixth<br><b>(Outdoor Activities)</b>  | Pgs. 206-216<br><b>Fieldwork#1</b>   |
| <b>S. 9- October 27</b>                   | Integrated Curriculum Quality<br>Adaptive Physical Education<br>Physical Education Curriculum<br><b>(Outdoor Activities)</b><br>Grade Seventh, and Eight | Frmwk-Chp.7<br>Pgs. 217-224<br><i>Cont. Stndrs.</i><br>25-27<br><b>Critique #3</b> |
| <b>S. 10- November 3<br/>Meet at 2:30</b> | Team Learning and Teaching<br>Quality Physical Ed. Program<br><i>(Computer Lab Activity)</i>   | Frmwk-Chp.8<br>225-237<br><i>Cont. Stndrs.-</i><br>28-30<br><b>Fieldwork #2</b>    |
| <b>S. 11- November 10</b>                 | <b>School Lesson Planning</b>  | Frmwk-Chp.9<br>Pgs. 238-258<br><i>Cont. Stndrs.</i><br>31-33<br><b>Quiz #3</b>     |
| <b>S. 12- November 17</b>                 | <b>School Lesson Presentations</b>   | <b>Fieldwork #3</b>  |
| <b>S. 13- December 1</b>                  | <b>School Lesson Presentations</b>   | <b>Appendix-G</b>  |
| <b>S. 14- December 8</b>                  | <b>School Lesson Presentations</b>   | <b>Appendix-H<br/>Them. Unit</b>   |
| <b>S. 15- December 15</b>                 | <b>School Lesson Presentations<br/>Final Exam@ 2:00-4:00 p.m.</b>  | <b>Final Exam<br/>Appendix-J</b>   |

#### GRADING SCALE

|                      |                   |         |    |     |
|----------------------|-------------------|---------|----|-----|
| JOURNAL CRITIQUES    | <b>75 POINTS</b>  | 700-672 | A  | 4.0 |
| GRADE PRESENTATION   | <b>75 POINTS</b>  | 671-630 | A- | 3.7 |
| FIELDWORK            | <b>75 POINTS</b>  | 629-602 | B+ | 3.3 |
| THEMATIC UNIT        | <b>200 POINTS</b> | 601-581 | B  | 3.0 |
| QUIZZES              | <b>75 POINTS</b>  | 580-560 | B- | 2.7 |
|                      |                   | 559-532 | C+ | 2.3 |
|                      |                   | 531-511 | C  | 2.0 |
| FINAL EXAM           | <b>200 POINTS</b> | 510-490 | C- | 1.7 |
|                      |                   | 489-455 | D+ | 1.3 |
|                      |                   | 454-420 | D  | 1.4 |
| <b>Total Points:</b> | <b>700 POINTS</b> |         |    |     |

- Dress appropriate (shorts/pants/sneakers-NO SANDALS OR BAREFEET WILL BE ALLOWED DURING OUTDOOR ACTIVITIES). 10 points will be deducted for not wearing appropriate clothing. 10 points will be deducted for late assignments on a daily basis.

**NOTE:** Change in class schedule or assignments may be changed with proper notice.

### **Bibliography**

Carpenter, Jeff. P.E. Teacher's Complete Fitness and Skills Development Activities Program. Parker Publishing, New York, 2000.

Henton, Mary. (1996). Adventure in the Classroom-Using Adventure to Strengthen Learning and Build a Community of Life-long Learners.

Kirchner, Glenn. (2000). Children's Games from around the World. (2<sup>nd</sup>. Edition).

Pangrazi, Robert P. Dynamic Physical Education for Elementary School Children. Allyn and Bacon, Boston, 2000.

Thomas, T., K, Lee, M., A., & Thomas, R., J. Physical Education Methods for Elementary Teachers. Human Kinetics, 2007.

### **Web Resources**

Physical Education Universe: <http://www.peuniverse.com> (Video Stream)

Mr. Gym: <http://mrgym.com>

PE Equipment: <http://www.pecentral.org>

P. E. Links: <http://www.pelinks4u.org>

Games Kids Play: <http://www.gameskidsplay.net>

Discovery Education: <http://player.discoveryeducation.com> (Video Stream)

School Health Index: <http://www.cdc.gov/nccdphp/dash/shi>

Education Week: <http://www.edweek.org>

### **Academic & Social Integrity**

- **Turn off Cell phones once you have entered class/No Text messaging/Surfing the Internet while instructor is lecturing.**
- **No side conversations when instructor is lecturing.**
- **Don't ask for permission to leave early for personal reasons. Class is from 1:00-3:50.**
- **Plagiarism and using other students' work is unacceptable. Please give credit where credit is due.**

## USD Program Themes

### **1. Reflection/Inquiry (Teacher as researcher)**

Candidates will examine their own personal beliefs regarding effective instruction in physical education and health/fitness programs. Through observation of physical education activities and reading research in both areas candidates will analyze the content, teaching strategies and the impact it has on children at the various grade levels.

### **2. Values (Character, ethics, responsibility, respect, dignity)**

Candidates will examine various physical and experiential education instructional models that promote teambuilding, trust, cooperation, problem-solving, respect dignity, and equity. They will gain skills in observing, planning and in the implementation of physical education activities that support the above characteristics.

### **3. Service (Commitment, sensitivity, service learning)**

Candidates will participate in the implementation of the P.E.A.C.E (Physical Education through an Adventure Curriculum in Education) project at a local elementary school with a diverse student population. They will teach physical education lessons to K-5 students for three sessions and will write a reflection about their experience, effective strategies, ways to improve and their thoughts regarding service to their community.

### **4. Social Justice/Democracy (Community building)**

Candidates will participate and teach physical education activities that promote social justice and equity by minimizing competitiveness and promoting teambuilding, trust, respect, and dignity. They will examine curriculum that is biased free by researching various websites on Play at an international level.

### **5. Diversity/Inclusiveness**

Candidates will experience the diversity of the students through their observations, implementation of activities, and through reading various articles that promote diversity and inclusiveness in physical education programs. Candidates will plan lessons that integrate adaptive physical education activities among physically handicapped children.

### **6. Technology**

Candidates will research topics regarding physical education, health and fitness by critiquing and evaluating websites that support the above topics. They will include at least five websites used in the planning of their thematic unit. Candidates will e-mail their reflections to the instructor and participate in list-serve discussions throughout the duration of the semester.

## Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

### **Grade of Incomplete**

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

### **Requests for Accommodation**

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.