

ASU: Department of Kinesiology and Health Science  
**KINS 2350 SYLLABUS: SPRING 2006**  
Health and Physical Education at Early Childhood

**Course Description/ Purpose**

This course presents theory and best practice of health and physical education in the elementary classroom. It introduces developmentally appropriate materials and methods for understanding teaching and teaching for understanding at the elementary school level. The purpose of this course is to enable students to plan, organize, and conduct a health and physical education program for grades pre-K- 5. Though this class is not designed to train students to become health and/ or physical educators, it will provide students who are training to become elementary or pre-school classroom teachers the ability to conduct a quality health and physical education program if called upon to do so.

**Instructor**

Mr. Graeme J. Connolly  
Office: Athletic Complex, Room 119 (inside exercise lab on lower floor)  
Office Hours: TR 2-3pm, F 9-10am  
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Email: [gconnolly@aug.edu](mailto:gconnolly@aug.edu)

**Required Text**

Kovar, S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2004). Elementary Classroom Teachers as Movement Educators (1<sup>st</sup> Ed.). New York, NY: McGraw-Hill.

**Texts on Reserve at Library**

Pangrazi, R. B. (2001). Lesson Plans for Physical Education for Elementary School Children, 13<sup>th</sup> Ed. Boston: Allyn and Bacon.

Bender, S. J. (1997). Teaching Health Science, 4<sup>th</sup> Ed. Sudbury: Jones and Bartlett.

Anspaugh, D. J. (2001). Teaching Today's Health, 6<sup>th</sup> Ed. Boston: Allyn and Bacon.

**Websites of Interest**

<http://pe.central.vt.edu/>  
[http://suite101.com/welcome.cfm/physical\\_education](http://suite101.com/welcome.cfm/physical_education)  
<http://www.pelinks4u.org/>

**Course Objectives**

Upon completion of the course, the student will be able to demonstrate acquisition of teaching behaviors, knowledge, and skill necessary to:

- a. develop an appreciation for the value and purpose of physical education in the elementary school curriculum
- b. understand the differences in the growth and development of children and the implications for teaching a wide variety of physical activities
- c. organize, plan, implement and evaluate health and physical education instructional programs
- d. develop and maintain an orderly and supportive learning environment
- e. understand the importance of curriculum design
- f. apply concepts and principles to skillful movement and physical activity

- **Attendance/ Participation.** If you are not in class you cannot learn. However, there are times when unforeseen circumstances will not allow you to attend class. There are 31 class meetings, so you will be allowed to miss **3 times**. If you miss more than three times it will result in a reduction in your overall grade for the class. Exceptions to this policy due to extremely unusual circumstances can be made only with the instructor's prior knowledge and approval.

- **Attire and Conduct.** There will be times when you will be asked to participate in light physical activity. When notified please come dressed appropriately (tennis shoes, shorts, sweat pants, etc.).
  1. On a daily basis, come to class prepared and ready to generate a sincere and consistent effort to learn and apply course content and skills by PARTICIPATING in class discussions. Be willing and open to new ideas, methods, approaches, techniques, and practices intended to elicit effort and teach that content.
  2. To adhere to the principles of academic/ performance and honesty.
  3. To be punctual.

### Requirements

- **Final Exam.** Tuesday May 2<sup>nd</sup> at 7.30am. Will cover lectures, class discussions and assigned readings. The final exam will be comprehensive, but content covered after midterm will be emphasized. True/ false, multiple-choice and short answer questions. Valued at **25%**.
- **Midterm Exam.** Tuesday March 28<sup>th</sup> at 7.30am. Will cover lectures, class discussions and assigned readings. True/ false, multiple-choice and short answer questions. Valued at **20%**.
- **Physical Education Peer Teaching and Lesson Plan.** Work in a group to develop age-appropriate teaching strategies and techniques in a gym setting. The lesson plan developed to accompany the presentation should be photocopied and distributed to other members of the class on the day you are scheduled to teach. Valued at **15%**.
- **Physical Education Peer Teaching Lesson Reflection.** Reflect upon the lesson- what was done well, what was done poorly, your comfort level, your overall performance, and what you would do differently and why. Due the Tuesday after you teach. Valued at **5%**.
- **Health Peer Teaching and Lesson Plan.** Work with a partner to develop age-appropriate teaching strategies and visuals in a classroom setting. The lesson plan developed to accompany the presentation should be photocopied and distributed to other members of the class on the day you are scheduled to teach. Valued at **15%**.
- **Health Peer Teaching Lesson Reflection.** Reflect upon the lesson- what was done well, what was done poorly, your comfort level, your overall performance, and what you would do differently and why. Due the Tuesday after you present. Valued at **5%**.
- **Attendance/ Participation.** Students are expected to attend class on a regular basis and actively participate in class discussions and peer teaching components of the course. 3 or less absences = 10 points, 4 absences = 7 points, 5 absences = 3 points, 6 absences = 0 points, 7 absences = “F” grade. Valued at **10%**.
- **Final Evaluation of Course, Instructor, and Self.** Turn in the last day of class, Tuesday May 2nd. Valued at **5%**.

### Grading

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60