

**Dewar College of Education and Human Services
Valdosta State University
Department of Kinesiology & Physical Education**

**KSPE 2010-Fitness & Team Activities (Elementary Activities)
3 Semester Hours**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NASPE Standards

Standard 2: Skill and Fitness Based Competence*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

Elements – Teacher candidates will:

2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

GA PSC Standards

2.1 The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.

2.0101 The program shall prepare candidates who can demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

2.0103 The program shall prepare candidates who can demonstrate appropriate application of performance concepts related to skillful movement in a variety of physical activities.

COURSE DESCRIPTION

National Association for Sport and Physical Education (2010). Physical activity and sport for secondary school students. Reston, VA: AAHPERD. ISBN#: 978-0-88314-935-5.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Course Description: KSPE 2010 Fitness and Team Activities Instructional techniques of Locomotor & Nonlocomotor movement activities, Skill themes (K-2), Invasion games (3-5 grades) adaptive activities etc. health-related fitness, and other elementary school physical education activities.

COURSE OBJECTIVES

As a result of this exposure students should be able to:

1. Demonstrate and develop an understanding of instructional techniques and content related to k-2/3-5 elementary age appropriate educational movement content, movement activities, and games. **(InTASC 4) (NASPE 2.1, 2.3) (GA PSC 2.0101, 2.0103) (CPL 1.3)**
Activities/Assignments: Peer teaching, systematic observation, micro lesson plans, and Activities notebook
2. Demonstrate knowledge of the effective instructional and managerial behaviors involving locomotor and non locomotor movements, manipulative activities, and other elementary age appropriate activities and concepts. **(InTASC 4) (NASPE 2.1, 2.3) (GA PSC 2.0101, 2.0103) (AL 1.1.,CPL 1.3)**
Activities/Assignments: Peer teaching, systematic observation, micro lesson plans, and Activities notebook
3. Demonstrate and develop an understanding of the applications of movement activities and fitness games for student growth and development through the creation of a positive learning environment to all learners**(InTASC 4) (NASPE 2.1, 2.3) (GA PSC 2.0101, 2.0103) (DL 1.2)**
Activities/Assignments: Peer teaching, systematic observation, micro lesson plans, and Activities notebook
4. Demonstrate/develop an appreciation, understanding, competency level, and teaching cues and skill progressions for various skills associated with elementary K2 and 3-5

activities through practice. (InTASC 4) (NASPE 2.1, 2.3) (GA PSC 2.0101, 2.0103) (CPL 1.3)

Activities/Assignments: Peer teaching, systematic observation, micro lesson plans, and Activities notebook

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Attendance/Participation** - Students are expected to attend and actively participate in all class-related activities. Appropriate attire must be worn. A one-point deduction will be assessed for each day the student is late to class following the first tardy day. Students choosing not to display an interested attitude, including effort toward skill and knowledge enhancement, will not receive full participation points.

2. **Peer-Teaching & systematic observation** - Students will be assessed on effective teaching behaviors and live coding during these class periods (Instructor will provide template)

3. **Micro lesson planning:** Student will plan and design micro lessons plans for peer teaching and observation in class

4. **Electronic Notebook** -Notebook information including a table of contents, all notes, terminology, rules, etiquette, strategies, for at least six k-2 and six grades 3-5 elementary activities. Completed notebooks will be sent to the instructor via Live Text for review and will also be housed in the student's electronic portfolio in Live Text.

COURSE EVALUATION

ASSESSMENT:

Attendance/Active Participation/Tardiness	40 pts.
Peer teaching /Systematic observation	30 pts.
Notebook Information	30 pts.
Total	100pts.

EVALUATION

90 - 100 pts = A
80 - 89.9 pts = B
70 - 79.9 pts = C
60 - 69.9 pts = D
< 60 pts = F

PROFESSIONALISM

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional

requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.