

**California State University, Fresno
Department of Kinesiology**

**CI 161
Methods and Materials in
Secondary Teaching**

Introduction and Course Description:

(CI - 161) (3). Prerequisite: CI 152 and CI 159 or concurrent enrollment; admission to credential program or teaching experience. A methods course in secondary school subjects. Instructional procedures, techniques, and resources for teaching; appraisal of instructional innovations; classroom organization and management; measurement and evaluative techniques. To provide experiences in understanding the scope of the secondary physical education program and the secondary student. Emphasis will be from a developmental perspective and approached through a variety of teaching styles.

Students are expected to demonstrate knowledge in activities, cognitive and affective skills for learners and a wide variety of communication skills involving participating in small groups, learning styles, team play, problem solving, collaboration and cooperation, critical thinking, decision making and curriculum design. Students learn how to incorporate different types of activities and games into the curriculum. Students must employ effective teaching behaviors notwithstanding the nature or type of activity.

Spring 2011	California State University, Fresno
CI 161	Instructor: Dr. Thomas C. Minniear
Units: 3	Office: NG 167
Time: Thursday 6-7:50pm	Email: thomasm@csufresno.edu
Location: SG 109 and Public Schools	Phone: 278-8881
www.csufresno.edu/chhs/depts_programs/kinesiology	Office Hours: TBA

Prerequisites:

See Credential Program Handbook.

What you will need to Purchase for this Course:

Minniear, T.C. (2002). Elementary Physical Education - FREE, Fun, Required, Easy, Essential. (2nd Ed.). Dubuque, IA: Kendall-Hunt.

Minniear, T.C. (2007). Physical Education Standards Based Assessment. (1st Ed.). Dubuque, IA: Kendall-Hunt.

Single Subject Student Teaching and Internship Handbook, (Current Edition), CSU, Fresno. (559) 278-0300 - Education Building, Room 100

**Examinations and Major Assignments:
Grading:**

For free tutoring on campus, contact the Learning Center in the Peters Building Annex Trailers (phone 278-3052 or visit www.csufresno.edu/learningcenter).

1. There are 13 **Daily Assignments @ 15 points each = 195 points (68%):**

- DA Evaluation Criteria:
 - Class notes **and/or**
 - Answers on a “POP” quiz **and/or**
 - In class project information **and/or**
 - Review of objectives (Learning Outcomes) **and/or**
 - Assignment from previous class

2. There are 4 **Subject Matter Competency Papers @ 10 points each = 40 points (14%):**

- SMCP Evaluation Criteria:
 - Comprehensive Lesson Plan Project (CLPP)
 - Due Week 4 (2/10)
 - Select One TPE – Submit 2 Artifacts with Description
 - See TPE Rubric in Credential Program Handbook
 - Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points
 - Site Visitation Project (SVP)
 - Due Week 6 (2/24)
 - Select One TPE – Submit 2 Artifacts with Description
 - See TPE Rubric in Credential Program Handbook
 - Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points
 - Holistic Proficiency Project (HPP)
 - Due Week 10 (3/24)
 - Select One TPE – Submit 2 Artifacts with Description
 - See TPE Rubric in Credential Program Handbook
 - Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points
 - Teaching Sample Project (TSP)
 - Due Week 13 (4/14)
 - Select One TPE – Submit 2 Artifacts with Description
 - See TPE Rubric in Credential Program Handbook
 - Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points

3. There is 1 **Final Video = 50 points (18%):**

- FV Due Week 16 May 2-6
- FV Evaluation Criteria:
 - Quality Audio and Video on Tripod, Wide Angle – 10 Points
 - The entire class and teacher must be in full view
 - Minimum 40 minutes (bell to bell)
 - Complete lesson plan (see LP Handout) – 20 Points
 - Rubric review completely scored (see Video Rubric Handout) – 20 points

A = 257-285 90%
B = 228-256 80%
C = 200-227 70%
D = 171-199 60%
F = 0-170

Learning Outcomes:

1. Discuss the value and purpose of regular physical activity for students; discuss the ways in which the secondary school physical education curriculum can guide students in the process of becoming physically active for a lifetime and also the ways in which it addresses health issues relating to the common causes of and interrelations between morbidity and mortality among youth. *(TPE 4,8)*
2. Describe and analyze developmentally appropriate motor skills, body mechanics, and rhythmical/dance skills. *(TPE 4)*
3. Incorporate the use of technology when appropriate to facilitate learning and address the needs of a diverse population. *(TPE 3,4,13)*
4. Describe the patterns of growth and development as well as the social and emotional development of secondary school aged individuals. *(TPE 8)*
5. Write developmentally appropriate lesson plans; discuss the importance of planning to a sound secondary physical education curriculum. *(TPE 4,9)*
6. Describe the importance of fitness activities in a physical education curriculum and how they address health issues relating to the connections between scientifically based principles of health promotion and disease prevention; incorporate fitness activities into the physical education lesson. *(TPE 5)*
7. Structure learning environments (by learning and practicing the process of teaching physical education) leading to enjoyable and developmentally appropriate physical education for students. *(TPE 2)*
8. Demonstrate curriculum development by selecting appropriate activities according to the developmental level and needs of students; determine student's generic levels of skill proficiency. *(TPE 9)*
9. Describe appropriate strategies for maintaining appropriate behavior when teaching physical education. *(TPE 9)*
10. Recognize, describe, and apply the important pedagogical skills that constitute effective teaching in physical education; recognize and describe ineffective practices in physical education. *(TPE 1B)*
11. Describe and implement appropriate tools and strategies for observing and assessing students in physical education. *(TPE 2,3)*
12. Complete written evaluations/reflections of their own teaching effectiveness and that of peers and other educators in the field. *(TPE 3)*
13. Describe characteristics of, and strategies/activity variations for physical, social, cognitive, and affective development for students with special needs. *(TPE 4)*
14. Plan secondary school physical education lessons with a focus on movement concepts and skill themes; teach physical education lessons to secondary school students. *(TPE 9,10,130)*
15. Design effective programs incorporating the new physical education standards. *(TPE 13)*
16. This course also contributes to NCATE Standards *(1.1, 1.3, 1.4, 1.46, 1.7, 4.1)*

Content of the Course:

1. Overview of the Single Subject Credential Program for Physical Education with specific emphasis placed upon the:
 - a. Comprehensive Lesson Plan Project (CLPP)
 - b. Site Visitation Project (SVP)
 - c. Holistic Proficiency Project (HPP)
 - d. Teaching Sample Project (TSP)
2. Importance of physical activity for youth; importance of physical education in the adoption of a health enhancing lifestyle; lifetime activity involvement.
3. Planning: Yearly planning, unit plans, daily lesson plans.
4. Importance of health related fitness and wellness in the physical education curriculum.
5. Establishing the learning environment; developing the lesson's content.
6. Maintaining appropriate behavior in the physical education setting.
7. Effective and ineffective pedagogical strategies and practices in the physical education lesson.
8. Observation and student assessment.
9. Reflective teaching.
10. Physical education for the special needs student.
11. Field experience.

Assignment and Presentation/Video Schedule:

Week	Date(s)	Assignments and Exams
1	1/20	DA
2	1/27	DA
3	2/3	DA
4	2/10	DA – SMCP (CLPP)
5	2/17	DA
6	2/24	DA – SMCP (SVP)
7	3/3	DA
8	3/10	CAHPERD
9	3/17	DA
10	3/24	DA – SMCP (HPP)
11	3/31	AAHPERD
12	4/7	DA
13	4/14	DA – SMCP (TSP)
14	4/18 - 4/22	Spring Break
15	4/28	DA
16	5/5	DA – FV Appointment
17	5/12	Dead Day

- DA = Daily Assignment
- SMCP = Subject Matter Competency Paper
 - CLPP = Comprehensive Lesson Plan Project
 - SVP = Site Visitation Project
 - HPP = Holistic Proficiency Project
 - TSP = Teaching Sample Project
- FV = Final Video Appointment

Teaching Video Rubric

Name: _____ **Date:** _____ **Time:** _____ **Card #:** _____

Description –	Comments
OPENING: Did you prepare the learners for the lesson? Did you connect this lesson with prior learning or previously learned skills? Is there a visual component to assist second language learners? Did you Q & A the students for understanding?	
LESSON PLAN/OBJECTIVES: Did the instructor have an appropriate lesson plan (sections, information, and structure)? Were the appropriate STATE objectives identified/coded (1, 2, 3, 4, 5 or 1, 2, 3) and were additional specific STATE objectives identified/coded? Does the lesson plan diagram take you from Bell to Bell in easy to follow outline form?	
DESCRIBE and DEMONSTRATE: Did you address the physical principles to be learned, and the action of the movement (UPF). Did you Q & A the students for understanding?	
INSTRUCTION: Do the students know what to do? Do they know if they performed correctly (UPF)? Did the teacher use cues to help students develop skills? Did you Q & A the students for understanding?	
MOTIVATION: Did you (positively, correctly, and specifically) encourage students to keep going, practice UPF, improve, and not give up? Was quality feedback (verbal and non-verbal) used throughout the class to motivate?	
ORGANIZATION: Was every student active (physical and/or education) 100% of the time? Were appropriate ASSESSMENT procedures administered for every student? Students were never left standing, waiting for their turn to practice, perform a skill, or complete an assignment. Did you move the students effectively between warm up, instruction and cool down areas?	
CLOSURE: Did you Q & A the students for understanding? Did the questions cover lesson content (STATE objectives / UPF)? Are the students able to perform skills (UPF) as a result of this lesson?	
INCLUSION: Were provisions made for low and high skilled students?	
PROFESSIONAL: Was the teacher dressed appropriately? Was the teacher’s voice and projection adequate for the area? Were all students supervised adequately? Did the teacher give feedback addressing UPF, motivation, improvement strategies, expectations, and educational principles?	
SAFETY PROVISIONS: Were safety issues covered in all aspects of this lesson (individual students, whole class, environment, equipment used)? Did the lesson design account for possible safety issues?	

Comments:

Lesson Plan Template

ACTIVITY:

SKILLS:

EQ/FACILITIES: GRADE:

TIME:

STANDARDS: (Grades K-8)

S1: _____ *(Psychomotor of Activity) Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.*

S2: _____ *(Cognitive of Activity) Students demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.*

S3: _____ *(Psychomotor of Fitness) Students assess and maintain a level of physical fitness to improve health and performance.*

S4: _____ *(Cognitive of Fitness) Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.*

S5: _____ *(Affective) Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.*

STANDARDS: (Grades 9-12)

S1: _____ *(Psychomotor/Cognitive of Activity) Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.*

S2: _____ *(Psychomotor/Cognitive of Fitness) Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.*

S3: _____ *(Affective) Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.*

STUDENT ASSESSMENT: Q & A, Observation

OPENING: (2-5 Minutes) Review. Today we will.....

ACTIVITY/LECTURE:

- See Diagram(s) – Including Specific Objectives, Location, and Set Up Design
- Include Time Sequence (Sequence Table Recommended)
- Include Teaching Cues (Column of Table Recommended)

INCLUSION STRATEGIES:

- Include Strategies for ALL students

CLOSING: (2-5 Minutes) Review. Tomorrow we will.....

Comprehensive Lesson Plan Project TPE's and Rubric (CLPP)

See Comprehensive Lesson Plan Project Section of:

Single Subject Student Teaching and Internship Handbook, (Current Edition), CSU, Fresno.
(559) 278-0300 - Education Building, Room 100

- Due Week 4 (2/10)
- Select One TPE – Submit 2 Artifacts with Description
- Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points

Site Visitation Project TPE's and Rubric (SVP)

See Site Visitation Project Section of:

Single Subject Student Teaching and Internship Handbook, (Current Edition), CSU, Fresno.
(559) 278-0300 - Education Building, Room 100

- Due Week 6 (2/24)
- Select One TPE – Submit 2 Artifacts with Description
- Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points

Holistic Proficiency Project TPE's and Rubric (HPP)

See Holistic Proficiency Project Section of:

Single Subject Student Teaching and Internship Handbook, (Current Edition), CSU, Fresno.
(559) 278-0300 - Education Building, Room 100

- Due Week 10 (3/24)
- Select One TPE – Submit 2 Artifacts with Description
- Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points

Teaching Sample Project TPE's and Rubric (TSP)

See Teaching Sample Project Section of:

Single Subject Student Teaching and Internship Handbook, (Current Edition), CSU, Fresno.
(559) 278-0300 - Education Building, Room 100

- Due Week 13 (4/14)
- Select One TPE – Submit 2 Artifacts with Description
- Score of 1 = 1 point, 2 = 4 points, 3 = 7 points, 4 = 10 points

Course Policies & Safety Issues:

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports **WILL/WILL NOT* be available for your viewing.**

***FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

University Policies

The syllabus must note the university **Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright,** and the **university computer requirement** University policies can be included in the syllabus by reference to statements in the University Catalog and Class Schedule. For example, one might state: "For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)." These may also be incorporated by directing students to the online required syllabus policy statement page:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Below are some sample statements that provide more than just the reference. In all instances, it is recommended that specific examples of what you consider to be cheating and plagiarism be included. See also those listed in the University Policy.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities."

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination

situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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Tentative Course Schedule:

Week	Date(s)	Lecture and Assignments	Learning Outcomes and Content
1	1/20	Introduction: <ul style="list-style-type: none"> Purpose of this course Objectives of this course 	LO 1-16 C 1-11
2	1/27	Comprehensive Lesson Plan: <ul style="list-style-type: none"> Value and Purpose of PE Developmentally appropriate PE Use of Technology 	LO 1-3 C 1a, 2, and 3
3	2/3	Comprehensive Lesson Plan: <ul style="list-style-type: none"> Patterns of Growth and Development Importance of Planning Fitness and PE Structure and the Environment of PE 	LO 4-7 C 4-6
4	2/10	Review: <ul style="list-style-type: none"> Comprehensive Lesson Plan Project – Due Today Site Visitation Overview	LO 1-7 C 1a, 2-6
5	2/17	Site Visitation: <ul style="list-style-type: none"> Curriculum Development Behavioral Strategies Pedagogical Skills (Effective Teaching) Assessment Strategies 	LO 8-11 C 1b, 7, and 8
6	2/24	Review: <ul style="list-style-type: none"> Site Visitation Project – Due Today Holistic Proficiency Overview	LO 8-11 C 1b, 7, and 8
7	3/3	Holistic Proficiency: <ul style="list-style-type: none"> Reflections of Teaching 	LO 12 C 1c and 8
8	3/10	CAHPERD	
9	3/17	Holistic Proficiency: <ul style="list-style-type: none"> Curriculum Development Assessment Strategies Students with Special Needs 	LO 8, 11 and 13 C 1c 9 and 10
10	3/24	Review: <ul style="list-style-type: none"> Holistic Proficiency Project – Due Today Teaching Sample Overview	LO 8 and 13 C 1c 9 and 10
11	3/31	AAHPERD	
12	4/7	Teaching Sample: <ul style="list-style-type: none"> Importance of Planning Curriculum Development Movement Concepts and Skill Themes California PE Content Standards NCATE Standards 	LO 5,8, and 14 - 16 C 1d and 3
13	4/14	Review: <ul style="list-style-type: none"> Teaching Sample Project – Due Today 	LO 5,8, and 14 - 16 C 1d and 3

14	4/18 - 4/22	Spring Break	
15	4/28	Video: <ul style="list-style-type: none"> Complete Package – Learning Outcomes 1-16 Complete Package – Content of Course 1-11 	LO 1-16 C 1-11
16	5/5	Review Semester: <ul style="list-style-type: none"> Final Video – Due This Week 	LO 1-16 C 1-11
17	5/12	Dead Day	

Subject to Change:

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.