

Course Outline

COURSE: PE 6 **DIVISION:** 40 **ALSO LISTED AS:** CD 6 **KIN 6**

TERM EFFECTIVE: Fall 2011 **Inactive Course**

SHORT TITLE: GAMES/RHYTHMS CHLD

LONG TITLE: Games and Rhythms for Children

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Nature, function and organization of physical activities for the pre-school and elementary school age child. Emphasis is given to the understanding of psychomotor development and spatial awareness. Designed for those planning to work with children. Also listed as Child Development 6 or Kinesiology 6. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. The student will analyze and describe the progression of motor skills and movement concepts learned by children.

ILO: 2, 1, 7

Measure: oral and written exams, discussion, report

2. The student will develop a lesson plan and teach their fellow classmates a game/activity utilizing the knowledge and skills learned throughout the semester.

ILO: 1, 2, 4, 7

Measure: presentations, role playing, written exam

3. The student will explain the benefits of providing physical activity for children at the school age level.

ILO: 2, 1, 7

Measure: oral report, exam

4. The student will list characteristics and program needs for children at various age levels.

ILO: 2, 7, 1,

Measure: written exam, oral report

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 11/08/2010

This course is now listed as Kinesiology 6, effective Fall 2011.

Curriculum Approval Date: 10/22/2007

6 Hours

Course introduction and overview. Students will be given an opportunity to explore their perception and knowledge of motor skills. Presentation on the factors that contribute to effective teaching and learning situations. A general overview on the need to teach motor skills and movement concepts to children before teaching them games/activities will be provided.

HW: Read appropriate chapters in the textbook.

SPO: The student will list the factors that contribute to effective teaching and learning situations. They will discuss the benefits of teaching motor skills and movement concepts before sports/games are introduced.

Quiz on material covered to date.

9 Hours

Information presented on observation at child development center. Presentation of motor skills development and movement concepts material. Lecture on how to develop a teaching plan - for the year, by units and a daily lesson plan. Discussion on the various instructional approaches. Students share information from their library reading assignment.

HW: Library reading assignment: Students will read and present to the class an article relating to teaching and/or learning styles/methods.

Read appropriate chapters in the text. Work on outside observation assignment.

SPO: Students will list the motor skills that fall under each of the three categories - locomotor, non-manipulative and manipulative. They will explain what a movement concept is and how to combine it with the teaching of motor skills. Students will develop and implement a daily lesson plan for the teaching of a motor skill/movement concept. The characteristics of six instructional approaches will be described by

the students.

Quiz on materials covered.

6 Hours

Lecture on establishing an environment for learning as it relates to the teaching of a physical activity. Presentation on maintaining appropriate behavior in the teaching/learning environment. Class discussion on observation done at the Child Development Center. Information provided on motor skill/movement concept teaching presentation.

HW: Read related chapters in the textbook. Complete outside observation at an elementary school.

SPO: The student will discuss the difference between physical activity classes and recess (free time). They will list three guidelines for establishing an environment for learning. Strategies for maintaining an effective learning environment in a physical activity class will be explained by the students.

Quiz on material presented.

12 Hours

Information presented on observation at an elementary school. Lecture on observation techniques utilized in the teaching of physical activity. Presentation of material on assessing student learning. Discussion on the need to assess your teaching methods. Presentations of motor skills/movement concept teaching assignment.

HW: Read appropriate chapters in text. Work on presentation. Do elementary school observation.

SPO: Students will describe two observation techniques and three methods for assessing student learning. They will provide three techniques used in assessing teaching.

Midterm.

15 Hours

Class discussion on outside observation done at an elementary school. Information provided on the second teaching presentation. Review of how to apply the skills learned in class to the assignment.

Presentation of lessons by students.

HW: Develop a game/activity teaching presentation, both oral and written. Review course material.

SPO: Students will develop a lesson plan that includes at least one of the six instructional approaches. They will teach this lesson to the class

4 Hours

Discussion on the handout "Planning the Program", which details how to select specific content for the teaching of physical activity based on the ages/needs of the children.

HW: Read handout. Review for final.

SPO: The student will list activities participated in by children based on age levels.

2 Hours

Final exam.

Included in content section.

METHODS OF INSTRUCTION:

Lecture, small groups, observation, discussion

METHODS OF EVALUATION:

The types of writing assignments required:

Essay exams

Other: Written report of outside observations

The problem-solving assignments required:

None

The types of skill demonstrations required:

Other: Presentation of teaching activity assignments

The types of objective examinations used in the course:

True/false

Matching items

Completion

Other category:

Notebook

The basis for assigning students grades in the course:

Writing assignments: 10% - 20%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 30% - 40%

Objective examinations: 30% - 40%

Other methods of evaluation: 5% - 15%

REPRESENTATIVE TEXTBOOKS:

Children Moving: A Reflective Approach to Teaching Physical Education
by Graham, Holt/Hale and Parker. Published by McGraw-Hill, 2004.

or other appropriate college level text.

Reading level of text: 13th grade. Verified by: publisher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV E1, effective 200830

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200830

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: PE
CSU Crosswalk Course Number: 6
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000287751
Sports/Physical Education Course: Y
Taxonomy of Program: 130500