

**Course Outline**

COURSE: KIN 6                      ALSO LISTED AS: CD 6, PE 6

TERM EFFECTIVE: Fall 2018                      CURRICULUM APPROVAL DATE: 02/26/2018

SHORT TITLE: GAME/RHYM PHYS DEV: FOUN/FRAM

LONG TITLE: Games & Rhythms Child's Physical Development: Foundation/Framework

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

**COURSE DESCRIPTION:**

Nature, function and organization of physical activities for children. Introduction to the physical domain of the California Preschool Learning Foundations and Frameworks. Emphasis is given to the understanding of movement skills and concepts. Designed for those planning to work with children. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. Also listed as CD 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. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).

Measure of assessment: homework, written assignment, exam

Year assessed, or planned year of assessment: 2019

Semester: Spring

2. Analyze and describe the progression of motor skills and movement concepts learned by children.

Measure of assessment: oral and written exams, discussion, report

Year assessed, or planned year of assessment: 2019

Semester: Spring

3. Plan environments and opportunities to support physical development, based on the observation of children in classroom settings.

Measure of assessment: homework, project

Year assessed, or planned year of assessment: 2019

Semester: Spring

4. Develop a lesson plan and teach their fellow classmates a game/activity utilizing the knowledge and skills learned throughout the semester.

Measure of assessment: presentation, role playing, written exam

Year assessed, or planned year of assessment: 2019

Semester: Spring

5. Articulate the teacher's role in collaborating with families to support children's physical development.

Measure of assessment: discussion, homework, exam

Year assessed, or planned year of assessment: 2019

Semester: Spring

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

Curriculum Approval Date: 02/26/2018

6 Hours

Content: 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. Introduction to the California Preschool Learning Foundations for Physical Development. Including its purpose and use, relationship to the California Core State Standards and Content Standards for California Public Schools, and the Relationship to Desired Results Developmental Profile (DRDP). Quiz on material covered to date.

Student Performance Objectives: List the factors that contribute to effective teaching and learning situations. Discuss the benefits of teaching motor skills and movement concepts before sports/games are introduced. Define the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).

9 Hours

Content: How to implement the foundations and frameworks into the curriculum. Planning based on observation of children's interests, skills and abilities. Use of daily experiences and routines as a vehicle to provide diverse opportunities for physical development. Objects and materials to promote movement, perceptual motor skills, and active play. Information presented on observation at a 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. Quiz on materials covered.

Student Performance Objectives: Use knowledge of the physical development strands to select equipment and materials and plan experiences to promote physical development in individual children. List the motor skills that fall under each of the three categories - locomotor, non-manipulative and manipulative. Explain what a movement concept is and how to combine it with the teaching of motor skills. Develop and implement

a daily lesson plan for the teaching of a motor skill/movement concept. Describe the characteristics of six instructional approaches.

6 Hours

Content: 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 a Child Development Center. Information provided on motor skill/movement concept teaching presentation. Quiz on material presented.

Student Performance Objectives: Discuss the difference between physical activity classes and recess (free time). List three guidelines for establishing an environment for learning. Explain strategies for maintaining an effective learning environment in a physical activity class.

12 Hours

Content: 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. Midterm.

Student Performance Objectives: Describe two observation techniques and three methods for assessing student learning. Provide three techniques used in assessing teaching.

15 Hours

Content: Class discussion on outside observation done at an elementary school. Discussion on how to integrate physical experiences into all areas of the curriculum. 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.

Student Performance Objectives: Share strategies and design ideas for the integration of physical development opportunities across all areas of the curriculum. Develop a lesson plan that includes at least one of the six instructional approaches and teach this lesson to the class.

4 Hours

Content: 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. Lectures and discussions on: Supporting Children's Physical Development - Partnering with Parents and Other Caregivers. English Language Learners – Supporting Them in Developing Physical Skills as They Concurrently Learn English.

Student Performance Objectives: List activities participated in by children based on age levels.

Explain the role of partnering with parents and other caregivers in supporting children's physical development. Describe strategies to support English language learners in developing physical skills as they concurrently acquire English.

2 Hours

Final

### **METHODS OF INSTRUCTION:**

Lecture, small groups, observation, discussion.

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 54

Assignment Description: Read textbook chapters. Library reading assignment related to teaching and/or learning styles/methods. Study for quizzes, midterm, final. Complete a written reflections paper on: your strategies for building partnerships with parents and/or your ideas to support English language learners as they develop their physical skills.

Required Outside Hours: 15

Assignment Description: Observation at a Child Development Center and an Elementary school with written reports.

Required Outside Hours: 39

Assignment Description: Projects: Prepare written and oral lesson plans for a motor skill/movement concept and for a game/activity.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 10.00 %

Writing assignments: 10% - 20% Essay exams, Other: Written report of outside observations.

Skill demonstrations

Percent of total grade: 40.00 %

Skill demonstrations: 30% - 40% Other: Presentation of teaching activity assignments

Objective examinations

Percent of total grade: 40.00 %

Objective examinations: 30% - 40% True/False, Matching Items, Completion

Other methods of evaluation

Percent of total grade: 10.00 %

Other methods of evaluation: 5% - 15% Notebook

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Graham, George; Holt/Hale, Shirley Ann; Parker, Melissa. Children Moving: A Reflective Approach to Teaching Physical Education, Edition 9. New York, NY: McGraw/Hill,2015.

ISBN: 9780078022593

Reading Level of Text, Grade: 13th Verified by: Publisher

Required Other Texts and Materials

California Preschool Curriculum Framework, Volume 2 and California Preschool Learning Foundations, Volume 2, Publisher: California Department of Education, Child Development Division Sacramento, CA

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201170

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: KIN

CSU Crosswalk Course Number: 6

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000535087

Sports/Physical Education Course: Y

Taxonomy of Program: 127000