

**San José State University**  
**Kinesiology Department**  
**KIN 339, Instructional Materials & Procedures in Physical Education,**  
**Section 02, Fall 2025**

**Course and Contact Information**

Instructor(s): Terry Piper  
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Office Hours: Email me to arrange a Zoom meet  
Class Days/Time: Tuesday 5:00-8:50 pm  
Classroom: SPX 160

**Prerequisites:** Departmental teacher education approval, KIN 170B, 172, and 179. Physical Education majors and minors only.

**Course Description**

Application of theories of learning and principles of teaching to the selection of instructional procedures to be used in physical education. Practical experience provided. Students will explore standards-based planning, assessment, cross curricular lesson development, implementation, classroom management, safety, in culturally diverse settings in grades K-5.

**Course Format**

This course requires regular in class physical activity participation. Come to class dressed and prepared to be physically active (i.e., closed toe shoes, running pants/shorts, hair ties, etc.). In addition to in class participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments.

**Course Goals**

SJSU Department of Kinesiology Program Learning Objectives (PLO):

- Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
- Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
- Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.

**Course Learning Outcomes (CLO)**

This course requires candidates to acquire knowledge and teaching behaviors necessary to develop and implement lesson plans for middle, and high school students. The three specific foci include (but not limited to) (a) curriculum development and implementation, (b) teacher effectiveness, and (c) behavior management.

Students will acquire specific competencies and upon successful completion of this course, will be able to:

- Conceptualize, write, and teach from a unit plan which reflects scope, sequence and content specific performance-based assessments such as portfolios, videos, and case studies, as well as integrated

- formative assessments and authentic assessments reflecting life-like scenarios
- Demonstrate effective time and student management by maximizing physical activity time (goal of 50%), monitoring classes, developing techniques and strategies of active supervision and effectively responding to off-task behavior
- Conceptualize, write, and teach from a lesson plan which reflects content standards-based objectives addressing the psychomotor, cognitive, affective, and social domains as presented in the CA State Content Standards Document (2009 Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve)
- Positive classroom management skills including strategies to address students' special needs, behavior, diversity, and class size
- Use technology in gathering and analyzing student performance data
- Knowledge of current education codes and laws regulating education in California, specifically related to physical education, fitness, and health
- An understanding of the importance of remaining current in the field through professional organizations, professional materials, and professional opportunities
- Objectively reflect on teaching practices which impact student learning and student behavior. As well as the ability to modify instruction in order to guide students toward healthy, life-long learners who are able to meet the CA physical education content standards at each grade level

### Required Texts/Readings

- | California Department of Education. (2009). Physical education framework for California public schools: Kindergarten through grade twelve. Sacramento, CA: CDE Press.  
<http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>
- | California Department of Education. (2006). Physical education model content standards: Kindergarten through grade twelve. Sacramento, CA: CDE Press.  
<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>
- | SHAPE America National Standards & Grade-Level Outcomes for K-12 Physical Education (2014) Human Kinetics  
<https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>
- | A variety of articles will be provided in the Canvas Modules. These articles will provide information for research, context for foundations, and can be referenced in Block Plan.

### Recommended Texts

Mitchell, S., Fisette, J. (2016). *The Essentials of Teaching Physical Education*. Human Kinetics (ISBN: 9781492509165)

Darst, P.W., Pangrazi, R., Brusseau, & Erwin (2015). *Dynamic physical education for secondary students*, (8<sup>th</sup> ed), San Francisco, CA: Pearson (ISBN: 9780321934932). – NOTE: selected chapters only

### Optional extras to be used as a resource for future teachers – NOT required

Darst, P.W., & Casten C. (2015). *Lesson plans for dynamic physical education for secondary students*, (8<sup>th</sup> ed), San Francisco, CA: Pearson (ISBN: 9780321967237).

Fronske, H.A., & Heath, E.M. (2015). Teaching cues for sport skills for secondary students, (6<sup>th</sup> ed), San Francisco, CA: Pearson (ISBN: 9780321935151).

**Library Liaison** Adriana Poo; [Adriana.Poo@sjsu.edu](mailto:Adriana.Poo@sjsu.edu)

## Course Requirements and Assignments

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial for you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59 p.m. of the due date unless otherwise stated. **NO late assignments will be accepted unless prior arrangements have been made with the instructor.**

1. **Weekly Assignments:** During each class there will be an assessment based on assigned readings, activities completed in class, or other in-class projects. There will be 10 given. NOTE: You will be given full credit for completion of the assignment. It is your responsibility to read the feedback in the comments. These comments may increase the quality of your assignment. These assignments will contribute to the final project. Alignment of each of these assignments will help to maintain focus for the final project.
2. **Lesson Plans and Reflections:** Each candidate will teach **at least two 30-minute** lessons to their peers throughout the semester. More opportunities for teaching and evaluation may be available depending on class size. The content of each lesson will be determined in advance. The lesson plan will be due one week prior to the lesson being taught. Students are required to use the provided lesson plan template and let the instructor know of any equipment they will need for their lesson one week prior to the lesson being taught. After the lesson has been completed, a thoughtful reflection will be completed to evaluate and discuss your teaching and how to improve it. Student's may reteach one lesson.
3. **Teaching Evaluation:** Each candidate will be evaluated on not only how well they prepare their lesson plans but how they teach their lessons. In general, students will be evaluated not only how well they present the information, but how well they address the management issues that arise during their lesson.
4. **Unit Plan:** *Each candidate will plan a unit of instruction for a physical education class. A template and rubric will be provided. This project is the main focus for this class, drafts of different pieces of this project will be "due" for peer review throughout the semester. The more time and energy you put into your draft assignment the less work you will have to do at the end of the semester.*

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Note: This course will model standards-based instructional design. The final project will be available for all of you to consider as you work your way through learning the process. We will look at backward design. When you plan for the unit plan, you, too, will start with the end in mind by establishing the summative

assessment tool and scoring guide. The course is designed to help you complete the process in order to create an aligned unit/block plan.

### Final Examination or Evaluation

There will be a culminating final project – the Block/Unit Plan. This project will draw on material presented over the entire semester and will be discussed in greater detail in class. This project is due no later than 12/5/2025 by 11:59 pm on Canvas.

### Grading Information

<b>A</b>	100 to 94%
<b>A-</b>	93 to 90%
<b>B+</b>	89 to 87%
<b>B</b>	86 to 84%
<b>B-</b>	83 to 80%
<b>C+</b>	79 to 77%
<b>C</b>	76 to 74%
<b>C-</b>	73 to 70%
<b>D+</b>	69 to 67%
<b>D</b>	66 to 64%
<b>D-</b>	63 to 60%
<b>F</b>	Below 60%

<u>Description</u>	<u>Points</u>
Class Assignments (10)	100 points
Reflection/Journal/Quiz (10)	100 points
Lesson Plans (2)	50 (25 pts each)
Teaching Learning Cycles (2)	100 (50 pts each)
Unit Plan	150
<b><u>Total</u></b>	<b>500</b>

### Classroom Protocol

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.
4. Dress and act professionally! This is a teacher preparation course and you will be treated as such. Students are expected to act and dress accordingly in the classroom setting and especially when we are working with local schools. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
4. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
5. If you have any questions or concerns email me, I will respond to your email within 48 hours.

### University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted

by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### Accessibility and Accommodations

We all learn in different ways, and we all bring different types and levels of academic preparedness to class, depending on everything from life experiences and personal circumstances to individual minds and bodies.

If you believe you face limitations to your access or ability to be a full participant in this class, please inform me of specific challenges or accommodation needs at the start of the course. Students with documented disabilities can register with the Accessible Education Center and receive specific accommodation plans which should be shared with me. Students without documented disabilities who may still need specific accommodations should also reach out to the AEC and/or contact me to discuss specific needs.

### AI Guidelines

As we embark on our course on it's essential to recognize the evolving tools available to us, including generative AI like ChatGPT. While utilizing these cutting-edge technologies is not prohibited in our studies, I strongly urge you to exercise caution and responsible judgment. When employing AI in your projects, please adhere to the following guidelines:

1. **Originality:** Ensure that your work maintains a high level of originality, and that AI-generated content is not misrepresented as your own thoughts or ideas.
2. **Ethical Considerations:** Understand the potential biases that may be embedded within AI models, and actively work to counter them in your design proposals.
3. **Data Sensitivity:** Utilize AI models in line with legal and privacy considerations, especially when handling sensitive or personal data.
4. **Critical Engagement:** Always critically engage with and reflect on the outputs generated by AI, evaluating them in the context of urban design principles, rather than accepting them at face value.

## KIN 339 / Instructional Materials & Procedures in Physical Education, Course Schedule

*Below is the agenda for the semester, including when and where the final presentation will be held. The schedule is subject to change with a minimum of one to two weeks of advanced notice communicated through Canvas.*

### Course Schedule

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines
1	08/26	<ul style="list-style-type: none"><li>• Read Chapter 1, “Physical Education Framework for California Public Schools”</li><li>• Watch video on “Unleashing the Power of Why” <a href="https://youtu.be/A9iptEvkylQ">https://youtu.be/A9iptEvkylQ</a><ul style="list-style-type: none"><li>◦ Complete What is Your Why</li></ul></li></ul>

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines
1	08/26	<ul style="list-style-type: none"> <li>Look over California and National Standards with an emphasis on the California Standards</li> </ul>
2	09/02	<ul style="list-style-type: none"> <li>Establishing Relationships with Students</li> <li>Exploring at the CASEL competencies</li> <li>Standard 5</li> <li>SBID(standards based instructional design)</li> <li>Journal 1 Quiz under “quizzes” due</li> </ul>
3	09/09	<ul style="list-style-type: none"> <li>Journal 2 Quiz under “quizzes” due</li> </ul>
4	09/16	<ul style="list-style-type: none"> <li>Journal 3 Quiz under “quizzes” due</li> </ul>
5	09/23	<ul style="list-style-type: none"> <li>Journal 4 Quiz under “quizzes” due</li> </ul>
6	09/30	<ul style="list-style-type: none"> <li>Journal 5 Quiz under “quizzes” due</li> </ul>
7	10/07	<ul style="list-style-type: none"> <li>Journal 6 Quiz under “quizzes” due</li> </ul>
8	10/14	<ul style="list-style-type: none"> <li>Journal 7 Quiz under “quizzes” due</li> </ul>
9	10/21	<ul style="list-style-type: none"> <li>Journal 8 Quiz under “quizzes” due</li> </ul>
10	10/28	<b>Zoom Class</b> <a href="https://sjsu.zoom.us/j/4502377481">https://sjsu.zoom.us/j/4502377481</a>
11	11/04	<ul style="list-style-type: none"> <li>Journal 9 Quiz under “quizzes” due</li> </ul>
12	11/11	Veteran’s Day – Campus Closed
13	11/18	<b>Zoom Class</b> <a href="https://sjsu.zoom.us/j/4502377481">https://sjsu.zoom.us/j/4502377481</a>
14	11/25	<ul style="list-style-type: none"> <li>Journal 10 Quiz under “quizzes” due</li> </ul>
15	12/02	Last class
Final Exam	12/16	Final Exam - TBD FINAL PROJECTS DUE 12/05