



**HHPK 324.71E Health Kinesiology for Children
COURSE SYLLABUS: Spring 2016**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook (Optional)
Physical Education for Elementary Teachers, 3rd edition, by Thomas, Lee, Thomas

Course Description:

A course designed to acquaint student with principles of kinesiology and health information appropriate for elementary students (K-6th grade)

Student Learning Outcomes:

1. Students will learn how to teach physical education to K-6th graders and the appropriate skills.
2. Students will learn how to teach health to K-6th graders and the appropriate content areas.
3. Students will learn how to teach various curriculum subjects by integrating physical education.
4. Students will learn the appropriate Physical Education /Health TEKS and how to implement them as they teach a certain skill.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Discussion – teacher and student participation
Students will present physical activities on paper.
Students will teach physical education skills and concepts (individually & group)
Students will keep all class activities in a notebook and add to them for the final.

Grading

Attendance.....	6%
Lesson Plans.....	24%
Class/Weekly Assignments.....	8%
Presentations.....	22%
Notebook.....	40%

Total Possible Points = 1500 pts

Grading Breakdown:

Category	# of assignments	% of each assignment	Points possible for each assignment	Total % of final grade	Total possible points
Attendance	12	.50%	7.50 pts	6%	90 pts
Lesson Plans	6	4%	60 pts	24%	360 pts
Class/Weekly Assignments	4	2%	30 pts	8%	120 pts
Notebook	1	40%	600 pts	40%	600 pts
Presentations	2	11%	165 pts	22%	330 pts

Lesson Plan Grading Rubric:

- Lesson Title – 6 pts
- TEKS – 12 pts
- Objective – 6 pts
- Grade Levels – 6 pts
- Materials Needed – 6 pts
- Number of Students – 3pts
- Class Formation – 3 pts
- Description of Activity – 18 pts
- **Your name and student number must be on the lesson plan when you turn it in or it will be an automatic point deduction of 10 points.**
- **Lesson Plans are due into E-College by midnight the Sunday before class. (Even if you are absent, your lesson plan is still due at the same time.)**
- **The first week of a lesson plan being late is a 30 point deduction. After the first week, the assignment will be recorded as a “0” and no make-up opportunities will be given.**

Class/Weekly Assignments:

- **All assignments must be turned in at class time, if not a “0” will be recorded and no make-up opportunities will be given.**

Notebook Grading Rubric:

- All TEKS used for chosen grade division (K – 2), (3 – 4), or (5 – 6) = 300 pts
- All lesson plans from the entire class, not just your own = 300 pts
- **All lesson plans from the entire class should be on E – College, and you are responsible for printing them off and putting them in the notebook.**

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course.
Internet connection – high speed recommended (not dial-up)
Word Processor (Microsoft Office Word – 2003 or 2007)
Access to University Library site
Access to an Email

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies:

Attendance & Participation:

I consider class attendance and participation to be one of the most important, yet underrated elements of a student's education. There are numerous elements that go into class participation:

- **50 Points will be deducted off of final grade for every unexcused absence after the second absence.**
- **Special accommodations will be given to those with excused absences. Excused absences will not be counted against you.**
- **Perfect attendance will be awarded when needed to raise your final grade, with teacher's discretion.**

- a. Good attendance (According to University rules, students may be dropped from the class for excessive unexcused absences. You can not have more than 2 absences.
- b. Arriving to class on time and not packing up early.
- c. Somewhat frequent, and preferably intelligent, contributions to class discussion.
- d. Reading assigned work and course material (if any are assigned).
- e. Polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].
- f. Turn off all cell phones and pagers. Students who fail to do so may be asked to leave the class.

Students are required to attend all class meetings or participate in online instruction, as offered by the instructor. Recovering missed lecture content or assignment information is the responsibility of the student. Office appointments will not be used to substitute for class attendance or online study. Fellow students may provide notes for recovery of missed information. Prior to class time, reading assignments must be completed and any other assignments must be submitted at the beginning of the class period. Participation in class activities, including discussion groups and in-class assignments, is a component of attendance. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class. Ineffective participation on a consistent basis may result in instructor's use of alternative instructional methods, such as pop-quizzes and reading reports, among others. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (Student Guide Book, pp. 67-73).

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.

3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Course Specific Procedures:

Withdrawal Policy

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamU-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on e-college, or via email. Students who do not attend class, log into e-college, or check their email assume full responsibility for missing changes to the course.

COURSE OUTLINE / CALENDAR

1/25/16 Introduction to class and each other. Ice breaker activities.

2/1/16 Discuss Ch. 1 Health and Developmental Benefits of Physical Education
Discuss Ch. 2 Meeting the Mission of the Elementary School
Students will receive a copy of the K-6th physical education TEKS
Instructor presents: Locomotor/Movement lesson w/ TEKS
Instructor presents: Rhythmic Activity and Dance lesson w/TEKS

2/8/16 Discuss Ch. 3 Physical Growth and Maturation
Discuss Ch. 4 Motor Performance During Childhood
Discuss Ch. 5 Cognition, Learning, And Practice
Instructor presents: Fitness and Health activity lesson w/TEKS
Instructor presents: Games & Sports lesson w/TEKS

2/15/16 Discuss Ch. 6 Physical Activity for Children
Discuss Ch. 7 Psychosocial Factors in Physical Education
Instructor presents: Gymnastic activity lesson w/TEKS
Explain the lesson plans that students will be planning according to the following guidelines:

From 2/22/16 – 2/28/16 students will plan a lesson according to the specific skill listed by each week. Students will type up the name and description of activity, objective of lesson, grade level (K-2) (3-4) or (5-6), number of participants, equipment needed, class formation and the TEKS that correlate. Each student's name and number will also be typed on their lesson. Students will turn in a copy of their lesson to the instructor and submit the lesson on e-college so everyone in the class can download and print off for their notebook.

Students will take turns teaching their skills. They will not teach every week, but will have their lessons prepared on e-college each week that they are due. They will rotate their turns to present.

4/11/16, 4/18/16, 4/25/16 – Everyone will teach their integrated physical education across curriculum skill activity.

2/22/16 Discuss Ch. 8 Planning Your Curriculum
Students prepare & present Locomotor/Movement Lessons

- 2/29/16 Discuss Ch. 9 Organizing for Teaching
Students prepare & present Games & Sports Lessons
- 3/7/16 Discuss Ch. 10 Managing Students
Students prepare & present Rhythmic Activity & Dance Lessons
- 3/14/16 Spring Break - ENJOY
- 3/21/16 Discuss Ch. 11 Teachers' Rights, Responsibilities, and Best Practices
Students prepare & present Gymnastics Lessons
- 3/28/16 Discuss Ch. 12 Equipment and Facilities
Students prepare & present Fitness & Health Lessons
- 4/4/16 Discuss Ch. 13 Instructing Students
Instructor presents Integrated Physical Education Across the Curriculum lesson
Students present their homemade equipment
- 4/11/16 Discuss Ch. 14 Evaluating Students
Students prepare & present Integrated Physical Education Across the Curriculum Lessons
- 4/18/16 Discuss Ch. 15 Growing as a Teacher
Students prepare & present Integrated Physical Education Across the Curriculum Lessons
- 4/25/16 Discuss information needed for the Excet – P.E./Health
Students prepare & present Integrated Physical Education Across the Curriculum Lessons
- 5/2/16 **FINAL (Notebook of all skills- organized by specific skills)**
Students will enclose all activities that everyone has submitted and add other activities if their own lessons did not cover all the Physical Ed. TEKS according to their specific grade levels
- Discuss information needed for the Excet – P.E./Health and any questions or comments
Group presentation that is prepared during class with specific equipment and/or supplies
- 5/9/16 Notebooks will be ready for pick-up at front office.