

**TEXAS A & M UNIVERSITY - COMMERCE**  
**DEPARTMENT OF HEALTH & HUMAN PERFORMANCE**  
**COURSE SYLLABUS**

<b>COURSE TITLE:</b>	HPK 324: Health & Kinesiology for Children
<b>COURSE VALUE:</b>	Three (3) credit hours
<b>COURSE LOCATION:</b>	Field House 102
<b>COURSE TIME</b>	M-TR 9:00am-10:50pm
<b>PROFESSOR:</b>	Henry H. Ross, EdD
<b>OFFICE:</b>	Field House 216
<b>OFFICE HOURS:</b>	M-TR 8:00am – 8:30am and 3:30pm – 5:00pm Friday by Appointment only between 8:00am –10:00am
<b>PHONE:</b>	(903) 468-6043
<b>FAX:</b>	(903) 886-5365
<b>E-MAIL:</b>	Henry.Ross@tamuc.edu
<b>REQUIRED TEXT:</b>	None (Manual Available)

**Course Description:**

A course designed to acquaint students with health information appropriate for youngsters' ages five through twelve years. In addition, principles of kinesiology and analysis of skills for this same age group will be explored. Materials align with the Texas Examination of Educator Standards (TExES) in the content areas of Health and Physical Education and the Texas Essential Knowledge and Skills (TEKS) for Health and Physical Education. The Texas Assessment of Knowledge and Skills (TAKS) objectives are also included in semester projects.

**Course Objectives:**

At the end of this course the students will be able to:

1. Demonstrate competency in a variety of movement skills and help students develop these skills.
2. Understand the principles and benefits of a healthy, physically active lifestyle and motivate students to participate in activities that promote this lifestyle.
3. Use knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.
4. Use knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.
5. Provide equitable and appropriate instruction for all students in a diverse society.
6. Use effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
7. Understand and use formal and informal assessment to promote students physical, cognitive, social, and emotional development in physical education contexts.
8. Evaluate the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.
9. Collaborate with colleagues, parents/caregivers, and community agencies to support students' growth and well being.
10. Understand the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

## Course Requirements:

**A. Health Fair Bulletin Board & Lesson Plan Presentation:**

Student teams will develop an original lesson plan using health information. Students will then present this information to the class. The bulletin board shall be limited to one tri-fold board or one poster board.

**B. Interdisciplinary Physical Education Lesson Plan Presentation (with student-taught activity):**

Students will develop an original physical education lesson plan and student-taught activity to share with the class. Example format to follow will be given out. The class will grade you on half the points and other half by instructor.

**C. Exams:**

Two exams will be administered throughout the semester, covering all information covered in labs, class work, and the book. One will cover health education; the other will cover physical education.

*\*No make-up exams will be given, unless arrangements are made prior to the exam or a verifiable medical excuse is provided within 2 days.*

**D. Class Attendance and Participation:**

The student will be responsible for obtaining all materials presented in class and outside assignments given by the instructor. Participation in class discussion is considered essential. As a developing scholar, not only are you expected to attend class on a regular basis, but you should make significant contributions to the scholarship of this course through your professional oral input. Absences and/or the lack of professional participation will be reflected on the final grade.

**E. Required Class Projects:**

This grade is based on the number of class projects completed during the semester. The majority of the class projects require that the student be in attendance.

## Grading:

<b>Health Fair Bulletin Board &amp; Lesson Plan Presentation</b>	<b>100 pts</b>
<b>Interdisciplinary Physical Education Lesson Plan with Student Taught Activity</b>	<b>100 pts</b>
<b>Health Education Examination</b>	<b>150 pts</b>
<b>Physical Education Examination</b>	<b>100 pts</b>
<b>Attendance and Participation</b>	<b>100 pts</b>
<b>Class Projects (6 @ 50 pts each)</b>	<b><u>300 pts</u></b>
<b>TOTAL</b>	<b><u>900 pts</u></b>

## Grade Scale:

810 – 900 = A	540 - 629 = D
720 - 809 = B	0 - 539 = F
630 - 719 = C	

**An average grade of 2.5 or above must be maintained in all courses of your major field and for teacher certification.**

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 BOOK.)

STUDENTS REQUESTING ACCOMMODATIONS FOR DISABILITIES MUST GO THROUGH THE ACADEMIC SUPPORT COMMITTEE. FOR MORE INFORMATION, PLEASE CONTACT THE DIRECTOR OF DISABILITY RESOURCES AND SERVICES, (903) 886-5835.

**HHPK 324: Health & Kinesiology for Children**  
**COURSE OUTLINE**  
 Summer I 2016

<b>Date</b>	<b>Chapters</b>	<b>Topics to Cover</b>	<b>Assignments Due</b>
6/6	1	Course Introduction The Teacher as a Professional & Why School Health	<b>Read Supplement #1</b>
6/7	2 3 4	Health Teaching Can Be Controversial Every Child A Promise School Health: Its Nature and Purpose	<b>See Supplement #2</b>
6/8	5 6	The Teacher's Role In School Health Emergency Care	Dress Appropriately – Student will Practice FA/CPR Techniques
6/9	7 8	Mental-Emotional Health & Social-Emotional Health Family & Social Health	<b>Project #1</b> In-Class Work-Sheet
6/13		Find and bring a copy of a lesson plan to class (any subject)  Education lesson plan (critique and review) Supplement #3 Discussion concerned with controversial Health Issues	See Supplement #6  <b>Project #2/Supplement #3</b> Read and Critique (Write a brief opinion statement ½ - ¾ page, double spaced)
6/14	9 10	Injury Prevention & Safety Physical Education 101	
6/15	10 (cont.) 11	Physical Education 101 (cont.) Children and Activity	
<b>6/16</b>		<b>Exam #1</b> <b>Chapters 1-9 and Supplements 1 and 3</b>	<b>*Over the weekend, begin 2/day monitoring for Project #4</b>
6/20	12 13	Movement Concepts & Skills Locomotor, Nonlocomotor, & Manipulative Skills	<b>Project #3 (In class)</b> <b>Project #4 (due)</b>
6/21	14 15	Learning About the Human Body & Wellness Assessing and Improving Physical Fitness Introduction to the Fitness gram	
6/22	16 17 Supplement #5	Locomotor and Manipulative Games Integrating Students with Special Needs Adapting Physical Education Activities to the Classroom	<b>Project #5</b>
6/23	18	Enhancing Academic Concepts and Skills Through the Use of Physical Activity	<b>Project #6</b>
<b>6/27</b>		<b>Presentations</b>	<b>Health Fair bulletin board &amp; lesson plan</b>
<b>6/28</b>		<b>Presentations</b>	<b>Teach a physical activity w/lesson plan</b>
<b>6/29</b>		<b>Presentation</b>	<b>Teach a physical activity w/lesson plan</b>
<b>6/30</b>		<b>Exam #2</b> <b>Chapters 10 – 17</b>	

***Please note that this schedule is tentative and is subject to change. Also, this is NOT all-inclusive (i.e., Homework/Participation). Other assignments will be given throughout the semester.***

# CLASS PROJECTS

## **Project #1**

Group and Class Discussion concerned with Family and Social Health

## **Project #2**

Read and Critique Supplement #3 ... (Write a brief opinion statement). One-half to ¾ page, double-spaced

## **Project #3**

Form cooperative groups to create ideas to motivate and help children who are severely overweight. Report the group's ideas to other class members.

## **Project #4**

Each student makes a detailed list of food consumed over the past 48 hours. Based on the four food groups, identify whether the food consumed provided a nutritionally balanced diet. **If so, why / If no, why not?**

## **Project #5**

In groups of two or three, choose games, dance, or gymnastic activities (2 activities) and describe how they can be adapted to the classroom or hallway. (Please provide a written description of the activities)

## **Project #6**

In groups of two or three, prepare a series of inventive game challenges (2 activities) for teaching any educational skill (i.e. mathematical skill, spelling skill, etc.) that involves bouncing a ball. (Please provide a written description of the activities)