I. **Course Description:** This course is designed to provide knowledge and experiences that lead to a general understanding of health information and principles of kinesiology for children ages 5-12.

II. **Intended Learning Outcomes/Goals/Objectives:**
This course supports SFA’s strategic plan Initiative #4: Develop a learner-centered environment.
This course supports SFA’s COE Goal #2: Prepare teachers, support personnel, and educational leaders.
This course supports the College of Education’s (COE) mission by preparing physical educators who are competent, caring, and enthusiastic. The vision of the COE coincides with the emphasis of this course upon academic excellence, life-long learning, cultural diversity, integrity, responsibility, and ethical behavior.

**SFA B.S. Kinesiology Program Learning Outcomes (PLO) Addressed:**
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

**Student Learning Outcomes Addressed:** The student will be able to:
- discuss an overview of physical education and the influences upon the field.
- explain the relationship of physical activity and the growing child (PLO 3).
- explain the components a four part lesson plan in physical education and/or a health lesson plan (PLO’s 3, 4, 5).
- discuss the establishment and maintenance of the proper environment for learning (PLO 5).
- describe effective teaching, classroom management and discipline techniques for a physical education class (PLO 5).
- list activities for children with varying disabilities (PLO 3).
- analyze legal liability and proper care of students (PLO 5).
- list the various forms of evaluation in physical education (PLO 1).
- discuss wellness concepts for quality lifestyles (PLO 2).
- evaluate facilities, equipment, and supplies for physical education (PLO 3, 4, 5).
- list guidelines and examples of integrating academic concepts into physical education.
- analyze and interpret the reading materials through the use of study questions and class discussions.
- effectively discover, develop, organize and phrase the course information in written form through the use of essays, papers and/or reports.
communicate clearly, coherently and persuasively the course information through the use of group discussions and/or presentations.

**Professional Organization Standards Incorporated**

TExES Standards for Physical Education EC-12 (State Board of Educator Certification)  
Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills. Standard II: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promote students’ self-management, self-motivation, and social skills through participation in physical activities. Standard III: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

NASPE Standards Addressed: At least one, if not all, of the outcomes in each of the 10 standards are addressed in this course.

This course also supports the following EXEMPLARY OBJECTIVES from the THECB:  
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.  
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;  
3. Recognize the importance of maintaining health and wellness;  
4. Develop a capacity to use knowledge of how technology and science affect their lives;  
5. Develop personal values for ethical behavior;  
6. Use logical reasoning in problem solving; and  
7. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

III. A. Course Assignments, Activities, Use of Technology:-  
- Chapter quizzes will be taken after completion of each chapter  
- Online Discussions and assignments  
- Students will be required to observe children being physically active.  
- Students will be required to observe a public school Elementary (K-5) Physical Education Class.  
- Please contact the SHACK at 468-4357 if you have any problems accessing online materials or other technology problems.  

B. Instructional Strategies - Online Discussions, Lecture, Powerpoint Presentations, Online Video Viewing.

IV. Evaluation and Assessments (Grading):  
The final grade in this course will be determined on the following factors:  
Exams (60%)  
Mid-Term = 200 points  
Final = 200 points  
Quizzes, Assignments, and Discussions (40%)  
Quizzes (10pts each) = 160 points  
Assignments and Discussions (Pts vary for each) = 115 points  
Total Points = 675  

A = 90-100% = 604-675 points,  
B = 80-89% = 536-603 points  
C = 70-79% = 469-535 points
V. Course Outline
Below you will find the objectives for each of the chapters/modules covered in the course. After completing the respective chapter/module, the student will be able to:

Chapter 1
-identify and describe the major influences upon physical education in the United States in the past Century
-identify and describe the NASPE Content Standards for physical education and be able to apply them to physical education scenarios
-describe the essential components of a quality physical education program
-identify and describe examples of the Fundamental Motor Skills
-list factors that affect activity participation
-define a physically educated person
-persuasively advocate the need for physical education

Chapter 2
-Describe general growth patterns of elementary aged boys and girls
-List and describe the different somatypes
-Describe how skeletal maturity, muscular development, relative strength, and aerobic capacity of children affect their performance in physical activities and how this affects the physical activity assignments chosen by the physical education teacher
-Explain how to help children succeed in skill development
-Describe how to safely allow students to participate in the heat, running activities, and resistance training.

Chapter 3
-Describe the following teaching styles: Direct, Task(Station), Mastery Learning, Individualized, Cooperative, Inquiry, Guided Discovery, Problem Solving, and Free Exploration.
-Identify developmental patterns of skill development in relation to sequence, rate, and gross motor skills to fine motor skills.
-Identify strategies to optimize skill learning in relation to arousal, skill feedback, practice sessions, progression, learning environment considerations, integrating mechanical principles, and instructional formations.
-List and describe the four part lesson plan components.
-Be able to identify appropriate Physical Education TEKS for the different four parts of the lesson plan.

Chapter 4
-Define philosophy and how Physical Education contributes to the entire school curriculum.
-Explain a conceptual framework of physical education and what societal issues emphasize the importance of the inclusion of physical education in the school curriculum.
-Describe environmental factors that affect the physical education curriculum.
-Define the terms “standards” and “objectives” and determine who develops curriculum standards and objectives.
-Describe what teachers should consider for selecting appropriate activities for children.
-Describe the scope and sequence of curriculum.
-Determine possible sources to evaluate curriculum in order to improve curriculum.

Chapter 5
-Describe characteristics of a quality lesson.
-List several instructional cues in physical education.
-State examples for checking for understanding.
-Determine components of an effective skills practice session.
-Describe types of effective and meaningful feedback.
-Describe effective methods to teach cultural and gender diversity.
-Explain effective communication skills with children.

Chapter 8
-Differentiate between the process and product of learning in physical education.
-Describe the different assessment tools in physical education
-Argue for and against utilizing grades in physical education
-List and describe each of the different assessments in the Fitnessgram and testing protocols of each assessment
-List and describe assessable teaching components in physical education to improve instructional effectiveness.

Chapter 13
-List the major findings of the Surgeon Generals Report on Physical Activity and Health
-List the major findings of the California Star Testing Program.
-Differentiate between health related fitness and skill/performance related fitness components
-Describe the effects of heredity and performance upon physical performance
-Develop a strategy to create positive attitudes toward fitness
-Develop an understanding of physical fitness principles related to basic body systems and health issues (wellness, cardiovascular system, muscles, bones, nutrition).
-List examples of harmful activity practices and exercises
-Describe an effective and developmentally appropriate Fitness Activity as part of the Four Part Lesson Plan

Chapter 6
-Describe different communication styles and determine the most effective?
-List reasons why children misbehave in school?
-Describe positive and corrective/negative feedback and how to administer each one.
-Describe efficient classroom management skills.
-List Hellison’s levels of behavior.
-List and describe reinforcers utilized to increase desired behavior.
-Describe the effective use of reprimands.
-Describe effective time out strategies.
-List the effects of physical activity upon behavior.
-Articulate NASPE’s stance on using physical activity for punishment.
-Determine effective strategies to deter bullying.

Chapter 7
-Name and describe the two main laws that address mainstreaming students in public education.
-List and describe the Due Process Guidelines.
-List the components of an Individualized Educational Plan/Program.
-Describe the five types of mainstreaming in physical education.
-Describe how to modify activities for children who lack strength, endurance, coordination, balance, and agility.
-Describe how to modify activities for children with visual and hearing impairments.
-Effectively incorporate students in physical activities who are emotionally disturbed or suffer from other medical conditions.

Chapter 9
-Define several legal terms associated with liability and negligence.
-Argue common defenses against negligence.
-Determine the areas of responsibility for teachers
-List the guidelines for safety in a physical education class
-List the personal protection options for teachers
-List the certifications needed for physical education teachers in Texas

Chapter 10
-Distinguish between equipment and supplies
-Discuss the purchase and installation concerns of playground equipment
-Determine safe guidelines for specific pieces of playground equipment to reduce injuries
-Determine which type of equipment is most beneficial for proper development in children

Chapter 11
-Determine the priority of physical education objectives when integrating academic subjects
-Describe research related to physical activity and academic achievement
-Describe different types of academic integration models in physical education
-List several examples of activities that integrate: math, language arts, science, social studies, art...
-List the guidelines and examples for moving a physical education class into a regular size classroom

Chapter 12
-List the NASPE Physical Activity Guidelines for Children -Identify MVPA and their MET levels (low, moderate, vigorous)
-Describe the different levels of the Physical Activity Pyramid and which activities should be participated in more than others
-Determine the benefits of utilizing pedometers in a physical education class
-What are the benefits of walking (physical activity)
-List several internet sources for schools to promote physical activity

Health TEKS and Coordinated School Health Module
-Define Coordinated School Health.
-List the 8 priority areas that the CSHP covers and be able to Generally describe each area.
-List the grade levels that the law requires a Coordinated School Health Program to be implemented.
-Name the three health issues that were the main reason for implementing CSHP’s.
-List the four approved curricula for CSH programs.
-Describe a SHAC and determine who can be a member and who should make up the majority of the members.
-Describe the power of the SHAC in a school district.
-List the 4 major areas of the Health TEKS and be able to describe the topics covered in each area.
-List the 10 specific subject areas addressed in the Health TEKS.
- Be able to identify age appropriate health information.
- Compare Kindergarten and 5th grade Health TEKS.

VI. Required Textbooks/Materials:
Required:
Pangrazi & Beighle: Dynamic Physical Education for Elementary School Children. 16th ed.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. In the COE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Attendance: Students are expected to come to class by logging on regularly. Students should inform the instructor if circumstances arise that interfere with the course requirements. Students should also contact the Judicial Office (room 315 Rusk Bld., 936-468-2703) and provide documentation for extended periods of inability to logon to the class due to sickness or other personal situations which will not allow students to complete class work on time. It is the responsibility of the student to be aware of due dates for assignments.

Students with Disabilities: To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/(936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54) Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the
student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes a F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

Undergraduate Teacher Certification — The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

VIII. Additional Policies: Proper etiquette for online discussions is required. **No late work will be accepted.** Students should email the instructor through D2L in the course. Email will be responded to within 24 hours Monday-Thursday. I will check email daily Monday-Friday. Students should also check email in the course every day during the week.
Semester Schedule (This schedule is subject to change at discretion of the professor)

The format for each module will be to read the text and notes, complete chapter quiz/assessment, and assignment. Assignments will range from article submissions, video submissions, outside class observations, presentations, and online discussions. Modules will open up early and students can work ahead. Due dates for that specific modules quizzes and assignments will be at midnight on the last day stated for that module. EXAMS have different due times other than midnight. **It is suggested that you print this schedule and mark off quizzes/assignments as you complete them.**

**Week 1** (Getting Started Module and Module 1 and 2 are due on Wednesday, July 16th Midnight)
- Getting Started Module, Introduce Yourself Assignment (5pts) and Syllabus Quiz (10pts).
- Module 1-Ch.1 read text, read notes, Ch.1 quiz (10pts), NASPE Standards Quiz (10 pts)
- Module 2 –Ch.2- readings, Ch.2 quiz (10pts), Assignment: Observe Children in Activity & Discussion Responses (30 pts)

**Week 2** (Modules 3, 4, and 5 are due Monday, July 21 by Midnight)
- Module 3 – Ch.3 - readings, Ch.3 quiz (10pts), Mechanical Principle Assignment in Dropbox (20pts)
- Module 4 – Ch.4- readings, Ch.4 quiz (10 pts), Response to Text Statement Discussion Assignment (10 pts)
- Module 5 – Ch. 5 - readings, Ch.5 quiz (10pts), Teach Ch. 5 Topic Assignment post in Discussions (Topics Assigned) (20 pts)

**Week 3**
- Mid-Term Exam (200 pts) is open from July 21-24. You must complete it by 4:00pm on July 24.
  (Modules 8 and 13 are due on Wed., July. 30 at Midnight)
  - Module 8- Chapter 8- readings, Ch. 8 quiz (10 pts)
  - Module 13-Chapter 13-readings, Ch. 13 quiz (10 pts).

**Week 4** (Modules 6, 7, 9, and 10 are due on Monday, August 4 at Midnight)
- Module 6 – Ch.6 - readings, Ch.6 quiz (10 pts), GBG Assignment emailing professor (10 pts)
- Module 7 – Ch.7 - readings, Ch.7 quiz (10 pts), Chapter 7 Video Assignment & Discussion Responses (20 pts)
- Module 9 - Chapter 9-readings, Ch.9 quiz (10 pts)
- Module 10-Chapter 10 - readings, Ch.10 quiz (10 pts)

**Week 5** (Modules 11, 12 and Coordinated School Health/Health TEKS are due Wed., Aug 6 at midnight)
- Module 11-Chapter 11-readings, Ch.11 quiz (10 pts)
- Module 12 – Chapter 12 readings, Ch. 12 quiz (10 pts)
- Module CSH and Health TEKS - readings, quiz (10 pts)

- Final Exam (200 pts) available Aug 5-8. The final exam must be completed by 10:00 AM in the morning on Friday August 8th.