Kinesiology and Health Science
KIN 331 001 Concepts of Elementary Physical Education
Spring Semester 2018

Instructor: Mr. David Goodman
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Office Phone: 936-468-1885
Other Contact: 936-468-3503 (Main Office)

Course Time & Location: 10:00-10:50 MWF  HPE Room 203
Office Hours: MWF 11-12, TR 2-3
Credits: 3 semester hours
Email: dgoodman@sfasu.edu

Prerequisites: None

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 five through twelve. Classroom work will consist of lectures, informal discussions, and occasional physical activity in the classroom or gymnasium. Students will be notified in advance, when to be dressed properly for physical activity. If possible, students will be provided opportunities to interact with public school students during the regular scheduled class time. All lesson plan assignments turned in by Kinesiology majors will be used to provide evidence for meeting accountability and accreditation standards. These assignments must be submitted on paper and electronically through LiveText.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
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:
The student will be able to:
1. Plan activities that incorporate motor skills (PLO #5, 1, 4, 2).
2. Apply knowledge of developmental stages as they apply to physical skills (PLO #3, 4, 1, 5).
3. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the areas of health and physical education (PLO #5).
4. Select activities that are appropriate for widely diverse student populations in health and physical education (PLO #1, 2, 3, 4, 5)
5. Utilize knowledge regarding the integration of various subject areas with physical activity (PLO #5).
6. Describe techniques for class management and discipline in a physical activity setting (PLO #5).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Students will complete lesson plans for elementary physical education. For Kinesiology majors, this assignment is required for accountability and accreditation and must be submitted through LiveText and on paper. Non-Kinesiology majors must complete the assignment but will only submit a paper version.
Students will participate in physical activities that are appropriate for elementary age students. Students will have their SFASU e-mail account and D2L activated and checked, on a regular basis, for class information.

### KIN 331 Activities, Games and Sports for Children Alignment with Professional Standards

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
<th>TEA Commissioner Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Activity – Lesson plan where fitness concepts (cognitive and psychomotor) are taught, practiced and assessed by creating stations/circuit training.</td>
<td>1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h</td>
<td>1Ai, 1Bi, 1Ci</td>
</tr>
<tr>
<td>Lesson Focus – Lesson plan where physical skills are taught, practiced and assessed. One plan will be for a fundamental movement skill and one plan will be for a complex motor skill (sport skill).</td>
<td>1.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2h, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h, 8a</td>
<td>1Ai, 1Bi, 1Ci</td>
</tr>
<tr>
<td>Closing Activity – Lesson plan where skills from the Lesson Focus are incorporated into a “lead-up” game/activity.</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
<td>1Ai, 1Bi, 1Ci</td>
</tr>
<tr>
<td>Exam #1 – Ch. 1, 2, 3, 5, 6, 8. Content covered includes an introduction to elementary physical education, physiological differences between children and adults, lesson planning, classroom management/discipline, assessment of physical skills.</td>
<td>1.4, 5.1</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam #2 – Ch. 7, 9, 10, 11, 12, 13. Content covered includes students with disabilities, legal issues in education, purchasing equipment, budget, inventory, subject</td>
<td>1.4</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
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</tbody>
</table>
A copy of CAEP, ISTE, InTASC and TEA Commissioner Teaching standards can be found on the Perkins College of Education website – www.sfasu.edu/education

A copy of NASPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/

IV. Evaluation and Assessments (Grading):
The final grade in this course will be based on the percentage of overall points accumulated throughout the semester. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
<td>90% - 100% = A</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>100</td>
<td>80% - 89% = B</td>
</tr>
<tr>
<td>Fitness Activity Lesson Plan</td>
<td>45</td>
<td>70% - 79% = C</td>
</tr>
<tr>
<td>Lesson Focus Lesson Plans (2)</td>
<td>50</td>
<td>60% - 69% = D</td>
</tr>
<tr>
<td>Closing Activity Lesson Plans (2)</td>
<td>25</td>
<td>Below 60% = F</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Attendance will be taken by the instructor by calling roll or use of a seating chart. The percent that attendance counts toward the final grade is eleven percent.

In order to receive full credit in the course, all assignments that are required to be submitted in LiveText must be submitted in LiveText and a paper copy must also be submitted to the instructor.

V. Tentative Course Outline/Calendar: This calendar is subject to change due to possible scheduling conflicts regarding facility usage for physical activities.

Week 1  Orientation, Syllabus, “Circle Map” for answering what is Elementary Physical Education
        Chapter 1 notes – Elementary School Physical Education
        Provides an overview of quality elementary school physical education.
        Chapter 2 notes – Teaching Children in the Physical Education Environment
        Covers aspects of physical and physiological aspects of elementary aged children and how to use knowledge in teaching elementary school physical education.

Week 2  Continue with Chapter 2 notes.
        Start Chapter 3 notes – Preparing a Quality Lesson
        Discuss various teaching styles that can be used for instruction of physical skills and the four parts of the quality physical education lesson plan. This lesson plan assignment is used for accountability and accreditation purposes.

Week 3  Continue Chapter 3 notes, Begin Fitness Activity physical education lesson plan project (in the classroom and participation in the gym).

Week 4  Finish Chapter 3 notes.
        Begin Chapter 5 notes – Improving Instructional Effectiveness
        Discuss how to provide instructional cues, instructional feedback, and knowledge of results when teaching elementary aged students.
        Continue work on physical education lesson plan project, Fitness Activity lesson plan is due.

Week 5  Finish Chapter 5
Begin Chapter 6 notes – Management and Discipline
Discuss methods to prevent discipline problems before they occur and methods to deal with negative behaviors after they occur.
Start work on the Lesson Focus physical education lesson plans.

Week 6
Finish Chapter 6 notes
Begin Chapter 8 notes – Evaluation
Discuss various methods to evaluate student learning in physical education.

Week 7
Lesson Focus lesson plans due.
Finish Chapter 8 notes
Exam #1(Chapters 1, 2, 3, 5, 6, 8).

Week 8
Begin Chapter 7 notes – Children with Disabilities
Discuss the concepts of Least Restrictive Environment, Inclusion, Individualized Education Program, Methods to modify instruction for children with disabilities.

Week 9
Spring Break

Week 10
Start work on the Lesson Focus physical education lesson plans.
Lesson Focus lesson plans due.
Begin Chapter 10 notes – Facilities, Equipment and Supplies
Discuss and simulate the process of purchasing equipment and supplies, from inventory all the way through filling out a purchase order form.

Week 11
Finish Chapter 10 notes.
Start work on Closing Activity physical education lesson plans.
Easter Holiday

Week 12
Chapter 11 notes – Integrating Academic Concepts, Rainy Day Activities
Discuss methods to combine physical education concepts with academic concepts both in the gym and in the classroom.
Closing Activity lesson plans are due.

Week 13
Chapter 12 notes – Promoting and Monitoring Physical Activity
Discuss the Physical Activity Pyramid, use of pedometers in physical education/physical activity.
Easter Holiday.

Week 14
Chapter 13 notes – Physical Fitness
Discuss Health-related physical fitness and skill-related physical fitness, harmful practices and exercises.

Week 15
Exam #2 (Chapters 7, 9, 10, 11, 12, 13)
Physically experiencing games and activities that are appropriate for elementary children.

Week 16
Continue with games and activities, review for Final Exam.

Week 17
Comprehensive Final Exam is on Monday, May 7th, at 10:30 AM.

Attendance and participation will be strictly documented during the first three weeks of the semester. Students who do not attend or do not participate in class will be reported. This is action is necessary for complying with federal regulations regarding financial aid.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Recommended: TEXT/Materials:** Pangrazi, R.P. and Beighle, A. (2010)
Dynamic Physical Education for Elementary School Children
(16th edition). Benjamin Cummings Publishing Company

**Required:**
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu. **Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livestex@sfasu.edu.** Failure
to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**Websites for class use:**
- [www.tea.state.tx.us/](http://www.tea.state.tx.us/)
- [www.pecentral.com](http://www.pecentral.com)
- [www.ncpe4me.com](http://www.ncpe4me.com)

**VII. Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, 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:** Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

**Class Attendance and Excused Absence:** Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Every student will start off the semester with 50 attendance points. Students will be allowed two unexcused absences without any deductions from the 50 attendance points. Starting with the third unexcused absence, 10 points will be deducted from the 50 attendance points for each unexcused absence. Once a student has depleted the attendance points, the student will automatically receive an F for the course. A student must notify the instructor immediately prior to a university-sponsored trip that will cause an absence. Other absences will be discussed on an individual basis and need supporting documentation. If at all possible, try not to schedule appointments for when you should be in class. Inform friends and family of your daily and semester schedules so that you are not missing classes because of their scheduling.

**Academic Accommodation for Students with Disabilities:** Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 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. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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 an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

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/<http://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.

   For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

   **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](http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf))

   **TExES Competencies**: Course content is applicable to the following competencies.
   - Competencies 001, 008, 010, 012

   **NASPE Standards**: Course content is applicable to the following standards.
   - Standards 1, 3, 5

   **Insurance**: Participation in physical activity involves some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

   **Proper Attire**: Students should wear clothes that will allow for movement and safety during activity lessons. Tank tops, cutoffs, boots, sandals, etc., are not allowed.

   **Medical Conditions**: Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, need to be discussed with the instructor. Student must provide proper documentation, in order to not participate in activities.

   **Food, Drink and Tobacco Products**: University policy prohibits food and drink in classrooms. Do not bring any food or drinks (including water) into the classrooms or the gym. University policy prohibits the use of tobacco products in the buildings.

   **Cell Phones/Blue Tooth/IPods/Various other electronic devices**: Be courteous and turn cell phones off during class. Remove all headphones and ear pieces so that you will not be distracted nor will you be a distraction to other students and the instructor.

   **Personal Illnesses, Family Emergencies**: Please consider utilizing the Judicial Office and Counseling Services for situations involving these situations.

   **E-mail etiquette**: When sending an e-mail, please put the course prefix and course number as the subject. Please put your name as the signature for the e-mail.

   **Respect during class time**: Examples of being respectful include being engaged in note taking, asking questions to the professor regarding information being taught, answering questions from the professor. Examples of NOT being respectful include texting during class, accessing social media during class, talking to classmates during the presentation of information by the professor and/or classmates, studying for another class during class time, turning in assignments during the presentation of information by the professor, consistently leaving during class to do “something”, consistently coming to class late, sleeping during class, lack of participation/lack of “effort” during activities that require participation.

   **Any displays of a lack of respect will be addressed and documented.**