Kinesiology and Health Science  
KIN 331 002 Concepts of Elementary Physical Education

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 dress for physical activity. Students may be provided opportunities to interact with public school students during the regularly scheduled class time. 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.

KIN 331 (3 credits) meets 150 minutes each week, in 50 minutes segments, for 15 weeks and also meets for a 2 hour final examination. At the beginning of the semester, students are required to make one microteaching presentation and analyze their work. Based on the microteaching, students make a major group presentation with a developmentally appropriate lesson plan which they have developed. These two presentations are followed by three major reflection papers based on assigned readings, and a report of progress during the semester. These activities require a minimum of 6 hours of work outside of classroom hours each week for preparation. Out of class assignments include assigned reading, reviewing three scholarly journals, and studying for quizzes and exams over the course content. Students participate in classroom discussion based on their deeper understanding of topics that they have found in required reading materials.

II. Intended Learning Outcomes/Goals/Objectives:

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:

Students 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 Requirements (Assignments and Activities):

All assignments must be turned in on time in class when due. Ten percent (10%) of the score for each assignment will be deducted for late papers each day after the due date.

a. Attendance and Daily Application Tasks (240):

Participation is a vital component for determining success in this course. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes. Students with disabilities will have an appropriate adjustment for activity involvement to maximize participation. It is the student’s responsibility to disclose information to the instructor about specific disabilities which may hinder participation. (PLO:3, 4)

- **Attendance (180 pts.)** will be taken at the beginning of each class. Four points will be deducted for each absence unless the absence is documented with the Judicial Office. Students will be considered tardy after class roll is called or after daily application tasks are distributed. If you are late and come into class after attendance 3 times, it will be considered one absence. If you are absent more than 8 times, you will fail the course, because it will be impossible for you to complete the work.

- **Daily Application Tasks (80 pts.)** - This is a process-oriented class. Active learning and participation are the focus of the class. Therefore, students will participate in a variety of physical, individual, and group activities. These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities cannot be made up unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine participation in class activities and class discussions.

b. Microteaching (60 pts.) – Students will teach one fundamental skill in a microteaching setting and evaluate their own teaching at the beginning of the semester and then re-evaluate it by including instructional strategies for improvement at the end of the semester.

c. Group Lesson, Management Plans and Teaching (130 pts.) – For group presentation, students will develop lesson plans as well as management plan while working in groups. They will apply the lesson plan during their presentation. After the presentation, they will be required to turn in their reflection paper. They will peer-evaluate not only others’ presentations, but also their own group presentation.

d. Individual lesson and Management plans (100 pts.) – Each student will develop both a lesson plan and a management plan for a diverse population of elementary age students throughout the semester. The lesson plan should include learning objectives, fitness and skill concepts, sequence of skill developments, and closure. The management plan should include general class management, student management, and equipment management. At the end of the semester,
students must turn in their lesson plan and management plan with their description based on those plans. All the documents must be submitted to both D2L and LiveTex/Watermark by December 6, 2019.

e. **Exams (200 pts.) & quizzes (50 pts.)** - Two exams and two quizzes will include not only the textbook content, but also any materials discussed and covered in class.

f. **Individual assignments (170 pts.)** - Students will submit sequences of learning activities for fundamental movements and review two scholarly journal articles relating to topics discussed and covered in class throughout the semester. The guidelines for reviewing each will be provided.

g. **Professional conduct (50 pts.)** – Students will be required to appear, think and behave *professionally*. Throughout the semester, each student, regardless of majors, will be evaluated based on Candidate Program Continuation Form (page 10).

### 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>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; DATs</td>
<td>260</td>
</tr>
<tr>
<td>Microteaching</td>
<td>60</td>
</tr>
<tr>
<td>Group Lesson Plan, management plan and Teaching</td>
<td>130</td>
</tr>
<tr>
<td>Individual lesson and management plan</td>
<td>100</td>
</tr>
<tr>
<td>Exams/Quizzes</td>
<td>260</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>170</td>
</tr>
<tr>
<td>Professional Attitude</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1020</strong></td>
</tr>
</tbody>
</table>

A= 90-100%, B= 80-89.9%, C=70-79.9%, D=60-69.9% F= below 59.9%

➤ **Note:** Kinesiology Majors must earn a minimum grade of C

### V. Tentative Course Outline/Calendar:

See the course outline on the last page of the document

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

- **Required Textbooks:**
  
  

- **Additional Resources for planning activities and lessons**
  
  

**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)
LiveText/Watermark

This course uses the LiveText/Watermark data management system to collect critical 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. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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:

a. Course and program improvement, planning, and accreditation;
b. Instruction evaluation purposes; and
c. 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

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 160 attendance points. A student must notify the instructor in advance of a university-sponsored trip that will cause an absence. 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/disabilitieservices/.

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:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s 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 Martin at 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)

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 headsets 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.

Exam Conduct:

- You may not wear sunglasses during exams
- You will be asked to either remove your cap or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk.
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during exams may be construed as cheating and result in associated disciplinary action. Keep in mind that you must put away any electronic devices including smartwatch during exams
- Bathroom breaks or leaving the room for any reason will not be allowed during exams
- No food or drink will be allowed during exams. This includes water and gum
- Engagement in suspicious behaviors during exams may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic “0” on the examination as well as further disciplinary action at the discretion of the instructor. Suspicious behavior may include talking with others, roving eyes, and tapping your hands or feet as signals.
Content Specific Standards for EC-6 Courses in Kinesiology Department

TExES Standards for Physical Education Generalist EC-6 (State Board for 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 understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities to promote this lifestyle.

**Standard III:** The physical education teacher uses 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.

**Standard IV:** The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

**Standard V:** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

**Standard VI:** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

**Standard VII:** The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

**Standard VIII:** The physical education teacher is a reflective practitioner who evaluates the effect of his/her actions on others (e.g., students, parents/caregivers, other professional in the learning environment) seeks opportunities to grow professionally.

**Standard IX:** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

**Standard X:** The physical education teacher understands the legal issues and responsibilities of physical education teacher in relation to supervision planning and instruction, matching participants, safety, first aid, and risk management.
## 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>Microteaching – Each student teach one fundamental skill in a microteaching setting at the beginning and end of the semester, and analyze their teaching video.</td>
<td>1.3, 1.5, 2.3, 3.5, 3.6, 4.1, 4.4, 5.3.</td>
<td>1.3</td>
<td>1a, 1c</td>
<td>1a, 2a, 2c, 3i, 3f, 4f, 5e</td>
<td>1Ai, 1Di, 2Bii</td>
</tr>
<tr>
<td>Three Scholarly Article Reviews Students review articles related to topics covered in class.</td>
<td>1.3, 1.4, 3.2, 3.4, 3.5, 3.6, 4.3, 4.4, 4.6, 5.3</td>
<td>1.3</td>
<td>1a</td>
<td>1d, 1e, 2a, 4b, 4i, 5h, 5j</td>
<td>1E, 1Di, 2Ai, 2Bi</td>
</tr>
<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</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>Group Presentation – Students will apply lesson plans while working in groups. They will evaluate not only other presentations, but also their own group presentation.</td>
<td>1.2, 1.3, 1.5, 2.1, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 5.3</td>
<td>1.3</td>
<td>1a, 1d</td>
<td>1b, 2b, 3h, 3o, 3q, 4j, 4m, 5m, 5n, 6e, 6j, 7a, 7c, 7l</td>
<td>1Ai, 1Bi, iCii, 1F</td>
</tr>
<tr>
<td>Quiz 1 &amp; Exam #1 – Ch. 1, 2, 3, 4, 7, 18, 19, 20, 21, 22, 23, 24, 27 Content covered includes movement concepts and Invasion, Tag, Net, Field Games</td>
<td>1.4, 5.1</td>
<td>1.3</td>
<td>1d</td>
<td>2a, 2b</td>
<td></td>
</tr>
</tbody>
</table>
Quiz 2 & Exam # 2 – Ch. 5,6, 8, 13, 14, 15, 17, 24.
Content covered is all that was covered in class

<table>
<thead>
<tr>
<th>1.4</th>
<th>1.3</th>
<th>1c</th>
<th>1d</th>
</tr>
</thead>
</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/
Lesson Plan Guidelines

- **Equipment**
  A complete list of all needed equipment with **specific numbers** should be included on the lesson plan and the Equipment Request Form (found at the end of this document) should be filled out and turned in also.

- **Instant Activity/Warm-up (3-5 Minutes)**
  A sport specific activity (time, organization, etc.) as a warm-up that consists of detailed instructions must be designed. You may do a mini-game as warm-up or alternate dynamic stretches. Static stretches may be used as a cool-down.

- **Skill Instruction**
  Should include a **detailed** description of how to perform the skill/skills being taught. Utilize the textbook for the description and you **must cite source**. If you utilize another source, **MUST** include a detailed reference of the source. Take into consideration body positioning and specific body movements for each part of skill. A demonstration and explanation of the skill should occur in presentation. Skill instruction can be done by one student teacher to the entire group or each student teacher can teach the skills to a specific group.

- **Practice Time (Sequences of Learning Activities)**
  Include a **detailed** description of an effective skill practice session that maximizes student engagement in learning activity. Practice time should be designed to organize students, space, and time, equipment, and safety to practice in order to maximize student engagement in learning activities. However, students **should not be placed** in a competitive situation to practice skills. A **demonstration of the practice time skill/skills should be given to the class**. Partner practice time should be utilized if it is appropriate for the skill being taught. (Most basic skills can utilize practice with a partner.) This maximizes the number of times students practice the skill. After partner practice, can utilize other group practice time formations (shuttle, parallel lines, semi-circle formation, or other innovative drill formations).

- **Closing Activity**
  The closing activity should include a detailed description of an activity/mini-game that emphasizes the skill/skills taught in the lesson. The closing activity should not be another skill. Rather it should be an enjoyable and short activity so that the students can remember the lesson and expect the/a next lesson. As such scaffolding, a brief process of reviewing skill learned in the lesson is effective. Utilize small group activities designed to allow for maximum student participation is suggested. The closing activity should be demonstrated for the class.
### Grading Rubric for Lesson Plan

<table>
<thead>
<tr>
<th>Equipment List</th>
<th><strong>Target (3.000 pts)</strong></th>
<th><strong>Acceptable (2.000 pts)</strong></th>
<th><strong>Unacceptable (1.000 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan has complete list of specific amount of equipment needed to meet learning objectives and maximize student learning, time and activity. Equipment request form filled out properly. (5 points)</td>
<td>List does not include all (1-2 missing) equipment to maximize learning objectives and minimizes student activity time. List does allow for meeting basic learning objectives. (4-3 points)</td>
<td>Equipment list is insufficient to meet the learning objectives and/or does not list specific amounts of equipment to maximize student learning, activity and learning on lesson plan and no equipment request form. (2-0 points)</td>
<td></td>
</tr>
<tr>
<td>Texas Essential Knowledge and Skills (TEKS)</td>
<td>The lesson objectives align with the state TEKS objectives for the fitness, psychomotor, cognitive, and affective domains. Objectives are developmentally appropriate for age group listed (activities are not too easy or difficult). TEKS/objectives are appropriate for the specific lesson plan components. Objectives are observable and measurable. (16-14 points)</td>
<td>Lesson objectives are not aligned with one of the learning domains or one of the corresponding state TEKS. Objectives show sufficient alignment to meet lesson objectives. (13-11 points)</td>
<td>Lesson objectives are aligned with only two of the learning domains and corresponding state TEKS. Objectives are not observable or measurable. Objectives listed do not demonstrate the ability to meet basic lesson objectives. (10 – 0 points)</td>
</tr>
<tr>
<td>Activity Description NASPE-INI-2008.1.1</td>
<td>Description of activity is appropriate for specific lesson plan component and activity is sequential in progression of difficulty. Description is detailed in describing all parts of the activity including all instructions and skill cues. Activity incorporates safety measures and effective physiological and biomechanical principles (31-29 points)</td>
<td>Description of activity is sequential in progression of difficulty and includes all of the skill cues. Activity is safe and incorporates physiological and biomechanical principles. Description is lacking detail (i.e. 1-2 minor components) in fully explaining all parts of skill instruction. (29-22 points)</td>
<td>Description of activity is not sequential and is missing key skill cues. Description is not sufficient in explaining major components of skill instruction. (21-0 points)</td>
</tr>
<tr>
<td>Adaptation for Students with Disabilities NASPE-INI-2008.3.5</td>
<td>Adaptation for specific disability is sensitive to students physical and/or cognitive needs and maximizes student participation in the activity without hindering other students. Adjustments address adaptations to equipment and skills. Descriptions of the adjustments are detailed. (6 points)</td>
<td>Adaptation for specific disability is sensitive to students physical and cognitive needs and maximizes student participation. Adjustments may hinder maximum activity time for other students. Description of activity is missing 1-2 components. (5-4 points)</td>
<td>Adaptation does not take into consideration the students cognitive or physical needs and does not maximize their participation. Adaptation hinders other student’s activity time to a minimum. (3-0 points)</td>
</tr>
<tr>
<td>Organization NASPE-INI-2008.3.4</td>
<td>The organization of the students and managerial practices maximizes activity time and on-task behavior. Gym layout maximizes use of space and creates a safe environment. The descriptions give specific details and students are grouped appropriately for each component of the lesson (i.e., either homogeneously or heterogeneously based on the activity). (9-8 points)</td>
<td>Students are grouped appropriately for the components of the lesson (i.e., either homogeneously or heterogeneously based on the activity). Gym layout sufficiently maximizes use of space and creates a safe environment. Description is lacking (i.e. 1-2 instructions or components) detail to fully explain the organizational structure. (7-6 points)</td>
<td>Students are grouped inappropriately to maximize activity time and on-task behavior. Gym layout does not maximize use of space and creates a potentially unsafe environment. (5-0 points)</td>
</tr>
<tr>
<td>Assessments of Health Related Discussion (Cognitive) and Psychomotor Skills NASPE-INI-2008.5.1</td>
<td>Assessment of the lesson consists of effective evaluation of all components listed in the lesson plan component. Assessment includes criteria for student mastery. Description of the assessment is detailed and is missing no components. (20-19 points)</td>
<td>The assessment effectively assesses the material and objectives listed in the lesson plan. Assessment includes criteria for student mastery. The description of the assessment is missing 1-2 components to fully describe the assessment or does not evaluate all of the components presented. (18-15 points)</td>
<td>Assessments do not evaluate concepts covered. No criteria for success is listed. The description of the assessment is lacking major components to describe the assessment. (15-0 points)</td>
</tr>
<tr>
<td>Spelling/Grammar</td>
<td>Project contains no grammar or spelling usage errors. (10 points)</td>
<td>Project contains no more than three grammar/spelling usage errors. (9-7 points)</td>
<td>Project contains more than three grammar/spelling usage errors. (6-0 points)</td>
</tr>
<tr>
<td>Source/References</td>
<td>All appropriate references are listed for all the lesson plan components. All related information is included in the source. 4 points</td>
<td>References are listed for all components. Citation is in its basic format and no related information is included. 3 points</td>
<td>Reference list is ambiguous and source cannot be determined. 2-0 points</td>
</tr>
</tbody>
</table>
The Perkins College of Education Educator Certification Program is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Professional dispositions are assessed indirectly, based on candidates’ observable behavior in education settings (NCATE, 2010).

During coursework and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback about progress.

Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to change behaviors that include but not are limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with students.
2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel will interview the candidate and complete a Candidate Program Continuation Plan.
3. If the concern is not resolved, the candidate will be referred to the Professional Educators’ Program Continuation Review Panel. The Professional Educators’ Program Continuation Review Panel will interview the candidate and determine:
   a. If the candidate may continue in the program and meet conditions established by the panel, or
   b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
4. Candidates may appeal the decision of the Professional Educators’ Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
   a. Copy of the Candidate Program Continuation Plan
   b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
   c. The dean will respond in a timely manner.
   d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.
Stephen F. Austin State University James I Perkins College of Education
Candidate Program Continuation Form (Part A)

To: _________________________ From:_________________________ Date:____________
All Stephen F. Austin State University candidates seeking educator certification are informed that the Teaching Preparation Handbook and
individual departments set forth requirements for prospective educators and the expectations held for all educators. The purpose of this
continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated.

In the SFA Classroom:
[ ] Poor Punctuality
[ ] Poor work quality
[ ] Dominates class discussion / group activities
[ ] Volatile / overly emotional
[ ] Lack of participation in class activity
[ ] Assignments not returned in a timely manner
[ ] Inappropriate behavior that distracts or disrupts the class
[ ] Poor attendance
[ ] Negative attitude
[ ] Inappropriate comments
[ ] Missing assignments
[ ] Inattentiveness (sleeping, texting, etc...)
[ ] Hostility to instructor
[ ] Lack of interest
[ ] Failure to meet class requirements
[ ] Hygiene issues
[ ] Unable to accept criticism
[ ] Unacceptable language
[ ] Cheating / Plagiarism
[ ] Lack of empathy / interest in teaching
[ ] Other:

At the Practicum / Student Teaching Site:
[ ] Lack of integrity in professional performance
[ ] Poor punctuality
[ ] Poor attendance in classes and field placement
[ ] Poor adherence to hours required of cooperating teachers
[ ] Inconsistent daily preparation to teach
[ ] Unacceptable language with children / youth
[ ] Requires excessive guidance
[ ] Displays non-professional behavior
[ ] Evidence of cheating
[ ] Inappropriate social interaction with pupils / teachers
[ ] Inappropriate physical contact with pupils / teachers
[ ] Failure to be open to new ideas
[ ] Displays hostilities toward teachers
[ ] Failure to interact with all learners
[ ] Lack of interest in teaching
[ ] Lack of empathy, interest, or care for students
[ ] Lack of self-control in the classroom setting
[ ] Volatile / overly emotional reactions under stress
[ ] Deficient in instructional skills
[ ] Lack of knowledge of content
[ ] Does not participate in public school campus activities
[ ] Refusal to accept constructive suggestions
[ ] Does not work well with others
[ ] Displays negative attitudes
[ ] Does not take initiative in group projects / work
[ ] Dominates group discussion / activities
[ ] Does not complete individual assignment/work for group project
[ ] Unable to interact effectively with children/youth collaboration
[ ] Ineffective use of written / oral language
[ ] Hygiene issues
[ ] Does not willingly help other candidates
[ ] Failure to implement constructive suggestions
[ ] Other
## Tentative Course Outline/Calendar

**KIN 331.2 (MWF) – Concepts of Elementary Physical Education**

This calendar is subject to change due to possible scheduling conflicts regarding the use of facilities for special activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>8/28 Orientation, Introduce Yourself Assignment, Syllabus</td>
<td></td>
</tr>
<tr>
<td>8/28</td>
<td>Chapter 1 Physical Education Goals, National Standards</td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Chapter 2: Movement Approach</td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>9/4 Microteaching</td>
<td></td>
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<tr>
<td>9/6</td>
<td>Microteaching</td>
<td></td>
</tr>
<tr>
<td>9/9</td>
<td>Chapter 4: Motor Development and learning</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>9/12 Chapter 7: Task design and Differentiated instruction</td>
<td>Article Review 1</td>
</tr>
<tr>
<td>9/16</td>
<td>Chapter 27: Movement Concepts as themes</td>
<td>Microteaching 1</td>
</tr>
<tr>
<td>9/18</td>
<td>Chapters 27 &amp; 3: Movement Concepts as themes</td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>Chapter 18: Introduction to Education Games</td>
<td></td>
</tr>
<tr>
<td>9/23</td>
<td>Chapter 19: Invasion Games: Manipulative Skills</td>
<td>Sequence of</td>
</tr>
<tr>
<td>9/25</td>
<td>9/27 Chapter 20: Invasion Games: modifying games and Tactics</td>
<td>learning activities</td>
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<tr>
<td>10/2</td>
<td>Quiz 1</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>Chapters 20 &amp; 21: Invasion Games: modifying games</td>
<td></td>
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<tr>
<td>10/7</td>
<td>Chapter 21: Invasion Games: Dribbling with hands, feet, and</td>
<td>Sequence of</td>
</tr>
<tr>
<td>10/9</td>
<td>10/11 Chapter 23: Field Games: Striking and Catching</td>
<td>learning Activities</td>
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<tr>
<td>10/14</td>
<td>10/16 Midterm</td>
<td>Midterm</td>
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<tr>
<td>10/18</td>
<td>Chapter 14: Planning</td>
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<tr>
<td>10/21</td>
<td>Chapters 14 &amp; 5: Planning and Cognitive Learning Theory</td>
<td>Article Review II</td>
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<tr>
<td>10/23</td>
<td>Chapter 5 &amp; 6: Cognitive Learning Theory and Cognitive Content</td>
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<tr>
<td>10/25</td>
<td>Chapter 13: Managing Behavior (Off-Task and Misbehavior)</td>
<td></td>
</tr>
<tr>
<td>10/28</td>
<td>Chapter 18: Introduction to Education Games</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10/30</td>
<td>Chapter 17: Health-Related Physical Activity and Fitness and Group work</td>
</tr>
<tr>
<td></td>
<td>11/1</td>
<td>Chapters 17 &amp; 15: Health-Related Physical Activity and Assessment</td>
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<td>11/4</td>
<td>Chapter 15: Assessment &amp; Group Work</td>
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<td></td>
<td>11/6</td>
<td>Assessment and Group work</td>
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<tr>
<td></td>
<td>11/8</td>
<td>Introduction to Education Gymnastic and group work</td>
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<tr>
<td></td>
<td></td>
<td><strong>Group Lesson, and Management Plans should be uploaded into D2L by November 8.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Lesson, Management Plans Due (D2L)</td>
</tr>
<tr>
<td>11</td>
<td>11/11</td>
<td>Group Presentation</td>
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<td></td>
<td>11/13</td>
<td>Group Presentation</td>
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<td></td>
<td>11/15</td>
<td>Group presentation</td>
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<td></td>
<td>11/18</td>
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<td></td>
<td>11/20</td>
<td>Group Presentation</td>
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<tr>
<td></td>
<td>11/22</td>
<td>Interactive and Reflective Teaching</td>
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<td><strong>Quiz 2</strong></td>
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<tr>
<td>12</td>
<td>11/25-27</td>
<td>Thanksgiving Break</td>
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<td></td>
<td>12/2</td>
<td>Movement Concepts and Fundamental Movement Skills</td>
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<tr>
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<td></td>
<td>Reviewing for Final Exam</td>
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<tr>
<td></td>
<td>12/4</td>
<td>Online - Movement Concepts and Fundamental Movement Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection Paper should be uploaded into D2L</td>
</tr>
<tr>
<td></td>
<td>12/6</td>
<td><strong>All Individual Lessons, Management Plans and Equipment Lists should be uploaded into both Livetext/Watermark and D2L by December 6.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual lesson &amp; Management Plans Due</td>
</tr>
<tr>
<td>13</td>
<td>12/9-13</td>
<td>Comprehensive Final Exam</td>
</tr>
<tr>
<td>14</td>
<td>11/11</td>
<td>Group Presentation</td>
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<td></td>
<td>Individual lesson &amp; Management Plans Due</td>
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<tr>
<td>16</td>
<td>12/9-13</td>
<td>Comprehensive Final Exam</td>
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