I. Course Description:
This course is designed to provide knowledge and experience in the kinesiological concepts and health concepts needing to be taught in elementary school physical education classes. Course work will consist of lectures, informal discussions, and occasional physical activity outside of the regular scheduled class meeting times. Designing and writing developmentally appropriate lesson plans will also be a major focus for the course. Lesson plan assignments turned in by Kinesiology majors will be used to provide evidence for meeting accountability and accreditation standards.

Course Credit Hour Justification:
KINE 3331 Concepts of Elementary Physical Education is an online/Livestream/Zoom course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks. Students will be introduced to the various aspects of being a quality elementary physical education teacher. This will require students to watch videos of quality teaching of elementary physical education. These videos will be viewed outside of the regular scheduled class time, with additional time being spent on writing analyses of the lessons and the teachers. A significant amount of outside of class time will be required for the designing and writing of developmentally appropriate lesson plans for various elementary school level physical skills and physical activities.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

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:
Undergraduate Kinesiology
1. The student will identify and analyze critical components of physical movements (PPP Standard 1).
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 (PPP Standard 1, 2, 3, 4).
3. The student will apply knowledge of principles and stages of motor development (PPP Standard 4).
4. The student will demonstrate knowledge of kinesiological principles and content (PPP Standard 1, 2, 3, 4).
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction (PPP Standard 1, 3, 4).

Student Learning Outcomes:
Upon completion of the course 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 divers student populations in the area of physical education and health (PLO #5).
4. Select activities that are appropriate for widely diverse student populations in physical education and health (PLO #1, 2, 3, 4, 5).
5. Describe techniques for class management and discipline in a physical activity setting (PLO #5).
6. Utilize knowledge regarding the integration of various subject areas with physical activity (PLO #5).
### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Students will complete Fitness Lesson for K-2 students and one for grades 3-5 students.

Students will complete a Lesson Focus for K-2 students and one for grades 3-5 students.

Students will complete a Closing Activity for K-2 students and one for grades 3-5 students.

Students will view videos of quality physical education being taught and write reviews for each video.

Students will write a paper answering the question, “what is elementary physical education?”

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#### KINE 3331 Concepts of Elementary Physical Education 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 plans 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 plans 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 plans 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>Quiz/Exam #1 – Ch. 1, 2, 3. Content covered includes an introduction to elementary physical education, physiological differences between children and adults, benefits of physical activity and current physical activity recommendations</td>
<td>1.4, 5.1</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam # 2 – Ch. 5, 6, 7. Content covered includes lesson planning, improving instructional effectiveness, classroom management and discipline.</td>
<td>1.4</td>
<td>1.3</td>
<td>1d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizes/Exams (3)</td>
<td>200</td>
<td>90% - 100% = A</td>
</tr>
<tr>
<td>Fitness Activity Plans (2)</td>
<td>50</td>
<td>80% - 89% = B</td>
</tr>
<tr>
<td>Lesson Focus Plans (2)</td>
<td>50</td>
<td>70% - 79% = C</td>
</tr>
<tr>
<td>Closing Activity Plans (2)</td>
<td>25</td>
<td>60% - 69% = D</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
<td>Below 60% = F</td>
</tr>
</tbody>
</table>

In order to receive full credit in the course, all assignments that are required to be submitted in LiveText must be submitted in LiveText.

V. Tentative Course Outline/Calendar: This schedule is subject to change due to utilizing livestream/Zoom technologies for teaching this course and the Covid-19 status.

- **Week 1**: Orientation to course, course syllabus, Start Chapter 1 notes – Elementary School Physical Education. Provides an overview of quality elementary school physical education. Introduce “Circle Map” for “What is elementary physical education?”

- **Week 2**: Continue Chapter 1 notes. Chapter 2 notes – Growth and Development. Provides information regarding physical and physiological aspects of elementary age children and how to use this knowledge in teaching elementary physical education.

- **Week 3**: Chapter 3 notes – Youth Physical Activity and Schools. Discusses the benefits of physical activity and current physical activity recommendations. Quiz/exam #1 covering chapters 1, 2, 3.

- **Week 4**: Chapter 5 notes – Lesson Planning. Discusses the various components of quality elementary physical education lesson plans. Introduce the Fitness Activity lesson plan assignments.

- **Week 5**: Discuss KINE Dept. lesson plan template. Continue Chapter 5 notes, work on Fitness Activity lesson plan assignments during class time.

- **Week 6**: Chapter 6 notes – Improving Instructional Effectiveness. Learning about various methods and techniques to be able to provide effective teaching. Fitness Activity lesson plans due.

- **Week 7**: Chapter 7 notes – Management and Discipline. Effective strategies for classroom management and discipline. Discuss Lesson Focus lesson plan assignments.

- **Week 8**: Quiz/exam #2 covering chapters 5, 6, 7. Work on Lesson Focus assignments during class time.

- **Week 9**: Chapter 8 notes – Assessment. Methods for assessing students in physical education. Work on creating an assessment for the Lesson Focus assignments.
Week 10  Lesson Focus assignments are due. Chapter 9 notes – Children with Disabilities. Information regarding methods to modify instruction for children with disabilities.


Week 12  Quiz/exam #3 covering chapters 8, 9, 10. Chapter 11 notes – Legal Liability, Supervision and Safety. How to prevent potential lawsuits.

Week 13  Chapter 12 notes – Facilities, Equipment and Supplies. Discuss the process of inventory and the process of purchasing equipment for physical education program. Closing Activity lesson plans due.

Week 14  Thanksgiving Break

Week 15  Review for Final Exam.

Week 16  Comprehensive Final Exam is Monday, December 7 at 8:00 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.):

**Required Text/Materials:**
- Human Kinetics, Champaign, IL

**Required:**
- 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 936-468-2395 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:
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
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.

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
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

Face Coverings for Face-to-Face Classes
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

Face Coverings and Physical Distancing for Office Visitations/Meetings
Masks worn over the nose and mouth and physical distancing must be observed for any meetings in my office, in the hallways or anywhere on campus.


Additional Information Specific to Educator Preparation:

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.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@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 handbook. (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.

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore,
students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Procedures to be Followed for Injury or Accident of an SFA Student.

1. Administer appropriate first aid.

2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.

3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.

4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-468-2608.

5. The instructor should complete an accident report which can be obtained from the department office.

Livestream/Zoom Class Procedures and Expectations:
Class lectures will take place from my SFA office or possibly my home office at regular scheduled days and times.

PowerPoint slides for each chapter are posted in D2L. The slides do not contain all the needed course information. You will need to add in additional information to the slides or take additional notes to combine with the slides. This can be accomplished by downloading the slides on to your desktop and typing into them or printing them off and handwriting the needed information.

There will be several “mini breaks” (1 to 2 minutes in length, not 5 to 10 minutes) throughout the lectures. Research shows these “mini breaks” are very helpful for learning when taking Zoom classes.

It is important to dedicate class time to learning class content. Do not attempt to “multi-task” class learning with fixing food and eating it, taking care of laundry or dishes, studying for other classes, socializing via social media, etc.

Attendance will be documented with Zoom. The attendance mechanism in Zoom will inform me of when a student “enters” class and when a student “exits” class. I will review his information on a regular basis and will contact any student who is missing a significant amount of in class time or not attending class all together.

Even though you might be attending class in the comfort of your own place of residence, you should still exhibit professionalism. This includes how you are dressed, your body language while you are in class and your ability to interact during class. Practicing these characteristics of professionalism now will assist you with future job interviews and work-related meetings.

For Face-to-Face Classes:

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.