Health and Kinesiology for Children

Department of Kinesiology and Health Science
KINE 3332.002 Health and Kinesiology for Children
Fall 2021

Instructor: Dr. Deborah Buswell
Office: HPE 228B, HPE Building
Course Time and Location: Online
Office Hours: TR 9:15-11:15 – Physical Office Hours
W 1:30-2:30 – Virtual Office Hours Link in D2L/Brightspace “Getting Started” Module
Other times by appointment

Office Phone: 936-468-1661
Alternate Contact: 936-468-3503(Department)
Credits: 3
Email: buswelld@sfasu.edu or Brightspace/D2L

Prerequisites: None
Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

I. Course Description & Purpose:
This course is designed to acquaint students with health information and principles of kinesiology appropriate for children age 5 through 12 years and provide experiences that lead to a general understanding of elementary age physical education and health education. This course will also provide students with a number of opportunities to receive feedback on physical activities that can be taught in future elementary classrooms. This feedback (from the instructor and peers) will enhance the learning experience and improve future teaching.

Course Justification - “Health and Kinesiology for Children” (3 credits) typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2-hour final examination. In the online format students will have significant weekly assignments, such as; chapter and article readings, study for quizzes/exams over the course content, complete material in preparation for “weekly application tasks” and/or complete reflections of tasks after completion. Students will work throughout the semester on the development of application of skills and practices reflective of physical competencies. Students will create and demonstrate various activities to teach elementary age children to meet TEKS in physical education, health, and other academic areas. Students will prepare video demonstrations of activities and be critiqued and critique classmates. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Module/Chapter work can be done at any point during the week in most instances but has the final due date each week on Sundays at 11:59PM. Each week a new Module/Chapter or section of material will open on Monday mornings at 12:01 AM beginning the next Module/Chapter or section of material.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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.

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Program Learning Outcomes: Program Specific
Undergraduate Kinesiology
1. The Physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. The Physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. The Physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Student Learning Outcomes:
Upon completion of the course the student will be able to:
1. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning (PLO #4, #6).
2. Describe techniques for class management and discipline in a physical activity setting (PLO #4).
3. Select and plan activities that are appropriate for widely diverse student populations in TEKS-based health and physical education programs (PLO #1, 2, 3, 4, 5; EC-6 Generalist Physical Education Standards – See Daily/Weekly Application Tasks – Appendix 2).
4. Plan and implement developmentally appropriate learning experiences aligned with local, state, TEKS-based, and national standards to address the diverse needs of all students (PLO #3).
5. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the areas of health and physical education (PLO #4).
6. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness (PLO #1; EC-6 Generalist Physical Education Standards – See Exam 1 and Daily/Weekly Application Tasks – Appendix 2).
7. Apply knowledge of the concepts and purposes of health education to plan and implement effective, TEKS-based, and engaging health instruction activities (PLO #3; EC-6 Generalist Health Standards – See Exam 1, Exam 2, and Daily/Weekly Application Tasks – Appendix 2).
8. Apply knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective, TEKS based, and engaging physical education instruction activities (PLO #1; EC-6 Generalist Physical Education Standards – See Daily/Weekly Application Tasks, Activity Development and Video Reflection and Feedback – Appendix 2).
9. Apply knowledge of developmental stages as they apply to physical skills (PLO #1, 3, 5; EC-6 Generalist Health Standard – See Exam 1 and Activity Development – Appendix 2).
10. Utilize knowledge regarding the integration of various subject areas with physical activity (PLO #5; EC-6 Generalist Physical Education – See Activity Development and Video Reflection and Feedback – Appendix 2).
11. Demonstrate an understanding of the principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives (PLO #3, 5; EC-6 Generalist Physical Education Standards – See Exam 2, Daily/Weekly Application Tasks and Activity Development – Appendix 2).

Students are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFA community when off-site.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. Students will participate in a variety of physical, individual, and group activities, these Weekly Application Tasks (DATs) **done throughout the week are assigned a point value - these activities.** These tasks are used to determine classroom participation. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. ~ **150 points** (SLOs 1, 3, 4, 5, & 7)
2. **Activity Development** - Students will design and participate in movement activities, health activities, and integrated academic activities for a diverse population of elementary age students ~ **100 points** (SLOs 2, 3, 4, & 5)

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3. **Video Reflection and Feedback** - Students will video themselves providing instructions for movement activities, health activities and/or integrated academic activities for a diverse population of elementary age students ~ **50-70 points** (SLOs 1, 5, 6, & 10)

4. **Exams** - 2 exams @ **75-90 points each** - content of exams will include, but is not limited to, material discussed/presented in media format (i.e., videos or video clip segments used in presentations), material presented or discussed during online presentations, material from handouts provided by the instructor, and chapters from the book. Both specific content and application of content are stressed on examinations. See schedule for chapters and content covered for each of the exams (SLOs 2, 4, 7, 8, & 9)

5. There will be other reading assignments and short papers assigned throughout the semester (i.e., video creations, discussion posts, etc.) @ **5-15 points** each depending on expected amount of time to complete ~ **100 points** total (SLOs 6, 10, & 11)

6. **Quizzes** – short graded quizzes throughout the semester on material presented in videos, demonstrations, handouts, and articles ~ **40-60 points** total (SLOs 2, 4, 7, 8 & 9)

Please see Appendices 1 & 2 for Content Specific Standards and for Alignment of Assignments with Standards Assessed in this Course

### Instructional Strategies, use of Technology:

A variety of instructional methods are modeled during the course and include, but are not limited to the following:

1. Voiced over PowerPoint presentations and handouts are posted on Brightspace and it is highly recommended that these be watched and notes taken from the material. There are PowerPoint "notes” that go with each set of presentations that provide an outline for each presentation and it is suggested that you use these as a starting point to take notes as you watch/listen to the presentations. NOT EVERYTHING YOU NEED TO KNOW IS ON THE SLIDES or on the outline! These video segments go with the text and it is imperative that you watch and take notes for expanded content for exams.

2. Clinical Experiences such as group work, discussion posts, cooperative activities, and lab exercises.

3. Teaching video practice to present activities, perform skills, and provide feedback and reflection.

4. Brightspace is also used for presentation of class quizzes, discussion, posting of student resources, and other assignments. It is essential that students maintain an active presence in D2L/Brightspace.

5. DATs Daily or Weekly Application Tasks that apply content in discussion, group or individual assignments, quick labs, or short videos, etc.

6. Develop videos using applications such as Screencast-o-Matic and FlipGrid for presentation of student and teacher feedback.

### Required Technology:

This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

### Access to LMS:

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio or video files. Students must have a working computer microphone and camera or the ability to add audio and video files on their computer to complete these assignments. Files may be submitted in a variety of formats accepted by Brightspace, however the most common are .pdf, .doc, .docx, .mp4, and .jpeg files.

### Technical Support:

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936-468-1919) for technical help.

### IV. Grading Policy:

Grade is based on the % of the total points assigned during the semester (approximately 600-700 points). See Section III for approximate points available for assignments

- A = 90 – 100% of point total
- B = 80 – 89.9% of point total
- C = 70 – 79.9% of point total
- D = 60 – 69.9% of point total
- F = below 60% of point total

All assignments, unless specified by the instructor, must be typed.....no work will be accepted unless it is typed

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V. Tentative Course Outline/Calendar: Modules are set up in a specific order to maximize understanding of content and prepare you for assignments. If you just go to assignments/graded work you may miss important information needed to complete or understand an assignment. Remember that not everything you need to know is on the PowerPoint notes so you should take your own NOTES AS YOU WATCH THE VIDEOS – just like you would if you were listening to a lecture during class!

Week 1  Introduction, Healthy Bodies, Healthy Minds (Chapter 1)
         (Module/Chapter 1 covers overview of health risk behaviors seen in today’s children, describes health initiatives and historical health practices, discusses health disparities, and priority health behaviors linked to leading causes of illness and death among Americans, explains importance for classroom teachers taking active role in their students’ health.)

Week 2  Module/Chapter 1 continued
Week 3  Contextual Considerations of the Learner (Chapter 2)
         (Module/Chapter 2 covers information on how physical growth and brain development in children is related to health and how it affects a growing child’s ability to learn and move during physical activity. Examines choices and foster healthy changes.)

Week 4  Coordinated School Health: A Team Approach (Chapter 3)
         (Module/Chapter 3 covers relationship between poor academic achievement and risky health behaviors; development of coordinated programs to create healthier, more successful students; National Health Education and Physical Education Standards are introduced).

Week 5  Health Education (Chapter 4)
         (Module/Chapter 4 covers information on teaching health education in schools, challenges that you may encounter, controversial health topics and developing a plan for the health curriculum).

Week 6  Module/Chapter 4 continued  Exam 1 (Covers Modules/Chapters 1-4)
Week 7  Physical Education (Module/Chapter 5)
         (Chapter 5 covers general overview of physical education and the development of physically literate students. Physical activity and education are defined along with the benefits for children. National Standards for K-12 Physical Education are presented).

Week 8  Module/Chapter 5 continued
Week 9  Creating a Healthy Classroom (Module/Chapter 6)
         (Chapter 6 covers habits that promote everyday health in the classroom. Discusses strategies for being a healthy role model and providing healthy options for celebrations, monthly health topics, and creative ways to incorporate various dimensions of health into the classroom are discussed and developed).

Week 10 Module/Chapter 6 continued
Week 11 Creating an Active Classroom (Module/Chapter 7)
         (Chapter 7 covers information about how to add activity to a classroom through activity or brain breaks. Various levels of infusion of movement and activity are discussed and planned. Benefits of an active classroom, such as improved attention span, better classroom behavior, and higher achievement test scores are discussed.)

Week 12 Integrating Health Education into the Classroom (Module/Chapter 8)
         (Chapter 8 covers an implementation plan to integrate health education into the academic curriculum.)

Week 13 Integrating Physical Education into the Classroom (Module/Chapter 9)
         (Chapter 9 covers an implementation plan to integrate physical education into the academic curriculum.)

Week 14 Thanksgiving Break
Week 15 Advocating for a Healthy, Active School (Module/Chapter 10)
         (Chapter 10 covers an overview of advocacy and how to advocate for a healthy, active school)

Final Exam Week (Final Exam - Covers Modules/Chapters 5-10) Any Final Assignments Due

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VI. Required Text and Other Required Materials & Course References:

Required Textbook:


Access to Brightspace to download class lectures and handouts - recommend bringing them to class

Additional Resources for planning activities and lessons


Appropriate footwear during physical activity is essential for your safety and the safety of your classmates and other participants. It is recommended that when you participate in physical activities for the class or have others participate in physical activities that they are dressed in appropriate attire for the activity and to maximize their safety.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education 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: Full text of polices can be found at http://www.sfasu.edu/policies/

Attendance and Preparation for Class:

SFA Attendance 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 a 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 (including the first 12 day attendance report) 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.

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24–48 hours Monday–Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.
**Active participation** is expected and required of all professionals, therefore your participation in discussion and involvement or lack of involvement in assignments, may affect your final grade. Weekly Application Tasks, completed during a specified week cannot be made up once a due date is past. Exam material comes from class content, discussions, articles, videos, readings – if you fail to do assignments or participate in discussions you may not be prepared for the exams.

Plan ahead if you know you may have something that conflicts in your schedule. Due to the nature of an online class most times work can be done ahead of actual due dates. However, exceptions will be made for students who miss class assignments for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 1 week. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced on Brightspace. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

**Academic Accommodation for Students with Disabilities (6.1 & 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, 936-468-3004 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/)

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

**Student Academic Dishonesty Policy (4.1)**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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 a(n) assignment; 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; 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, resubmission 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

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Student Code of Conduct Policy (10.4):
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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. 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.

Students and Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free and all of them are confidential.

On-Campus Resources
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources
Burke 24-Hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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.

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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, contact the Office of Assessment and Accountability 936-468-1282 or edprep@sfasu.edu.

Appendix 1

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.

TExES Standards for Health Generalist EC-6 (State Board for Educator Certification)

Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior

Standard II: The health teacher communicates concepts and purposes of health education.

Standard III: The health teacher plans and implements effective school health instruction and integrate health instruction with other content areas.

Standard IV: The health teacher evaluates the effect of school health instruction.
Appendix 2

KINE 3332 – Assessment/Assignment Standards Matrix

Links to additional standards can be found on the PCOE website.

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<tbody>
<tr>
<td><strong>Activity Development</strong> – creation of physical activities appropriate to match PE TEKS, Health TEKS, and academic TEKS for a diverse population of elementary age students</td>
<td>1.a, 1.b, 1.d, 1.e, 3.a, 3.b, 3.d, 5.a, 5.b</td>
<td>1.3</td>
<td>1.6s, 1.9s, 2.1s, 2.2s, 2.3s, 2.4s, 3.8s, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 6.1k, 6.2k, 6.3k, 6.4k, 6.8k, 6.1s, 6.2s, 6.3s, 8.2k, 8.3k, 8.4k, 8.1s, 8.2s, 8.3</td>
<td>1.8s, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s</td>
<td>1a, 1c, 3a, 5a, 6a, 6b</td>
<td>1b, 2a, 4h, 4j, 5a, 5j, 5r, 5s, 7a, 7b, 7g, 7h</td>
</tr>
<tr>
<td><strong>Video Reflection and Feedback/Application Activities</strong> – instructional components for movement activities, health activities and/or integrated academic activities for a diverse population of elementary age students. Planning and implementing activities for practical application of health and physical education concepts by classroom teachers.</td>
<td>1.a, 1.b, 2.a, 3.a, 3.b, 3.d, 3.e, 4.a, 4.b, 4.e, 5.a, 5.b, 5.c</td>
<td>1.1, 1.3</td>
<td>1.5s, 2.5s, 2.6s, 2.7s, 2.8s, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 6.5k, 6.6k, 6.7k, 6.8k, 6.9s, 6.10s, 8.1k, 9.7s, 10.1s, 10.2s, 10.3s, 10.4s, 10.5s, 10.6s, 10.7s, 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 5.1k, 5.2k, 5.3k, 7.1k, 7.2k, 7.3k, 7.4k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.6k</td>
<td>2.1k, 2.7k, 2.1s, 2.3s, 3.9s, 4.1s, 4.2s, 1.13k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.10k, 4.1k, 4.2k</td>
<td>1a, 2c, 3a, 3b, 4b, 4d, 5a, 5b, 5c, 6a, 6b</td>
<td>3i, 4l, 8a, 8d, 8h, 9c, 9g</td>
</tr>
<tr>
<td><strong>Exam #1</strong> – Ch. 1, 2, 3 &amp; 4 Content covered includes overview of health risk behaviors, health initiatives and historical practices, health disparities, health behaviors importance of classroom teachers taking an active role in their students’ health. Relationships between academic achievement and risky health behaviors; coordinated health programs; health and physical education standards; and physical growth and brain development and their relationship to health.</td>
<td>1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 3.a, 3.b, 4.d</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 2.1k, 2.2k, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 8.3k, 8.4k, 9.1k, 9.2k, 9.3k, 9.4k</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.10k, 1.11k, 1.12k, 1.14k, 1.15k, 1.16k, 1.17k, 1.18k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.9k, 3.11k</td>
<td>1a, 1b, 2a, 2j, 2k</td>
<td>11d, 1f, 2j, 2k</td>
</tr>
</tbody>
</table>

Revised August 18, 2021
Exam #2 – Ch. 5, 6, 7, 8, 9 & 10
Content covered includes the development of physically literate students coordinated by school-wide efforts of teachers and administrators; advocating for a healthy active school; developing habits that promote everyday health in the classroom; strategies for being a healthy role model and incorporating various dimensions of health and active movement into the classroom.

| Daily/Weekly Application Tasks – variety of movement experiences in the physical education/classroom environment | 1.a, 1.b, 1.e, 1.d, 1.e, 1.f, 3.a, 3.b, 3.e, 3.d, 3.e, 3.f, 5.a, 5.b, 5.c | 1.3 | 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 3.3k, 3.4k, 3.5k, 5.3k, 6.4k, 6.7k, 6.8k | 1.1s, 1.2s, 1.3s, 1.4s, 1.7s, 1.8s, 5.1s, 5.2s, 5.3s, 6.11s, 6.12s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.8s | 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 2.2s, 2.3s, 2.4s, 3.15s, 3.16s | 1d, 1f, 2h |

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