I. Course Description:
This course is designed to provide knowledge and experiences that lead to a general understanding of health information and principles of kinesiology for children ages five through twelve. Classroom work will consist of lectures, informal discussions, and occasional physical activity in the classroom or gymnasium. Students will be notified in advance, when to be dressed properly for physical activity. If possible, students will be provided opportunities to interact with public school students during the regular scheduled class time. All lesson plan assignments turned in by Kinesiology majors will be used to provide evidence for meeting accountability and accreditation standards. These assignments must be submitted on paper and electronically through LiveText.

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

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

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

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Students will complete a lesson plan for elementary physical education. For Kinesiology majors, this assignment is required for accountability and accreditation and must be submitted through LiveText and on paper. Non-Kinesiology majors must complete the assignment but will only submit a paper version. The lesson plan will be broken into four different parts. Each part will be discussed, assigned, graded and returned to the students before the next part is discussed and assigned. This is to help with student comprehension of the lesson planning process. Total point value for the entire assignment is 105 points.
The Introductory Activity is worth 15 points, the Fitness Activity is worth 35 points, the Lesson Focus is worth 40 points and the Closing Activity is worth 15 points.

Students will participate in physical activities that are appropriate for elementary age students. Students will have their SFA Titan e-mail account and D2L activated and checked, on a regular basis, for class information.

KIN 332 Health and Kinesiology 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>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Activity – Part one of the four part lesson plan. Physiological preparation for the other three parts of the lesson.</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>
</tr>
<tr>
<td>Fitness Activity – Part two of the four part lesson plan. Fitness concepts are taught and practiced.</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>
</tr>
<tr>
<td>Lesson Focus – Part three of the four part lesson plan. Physical skills are taught, practiced and assessed.</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>
</tr>
<tr>
<td>Closing Activity – Part four of the four part lesson plan. 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>
</tr>
<tr>
<td>Exam #1 – Ch. 1, 2, 3, 5, 6, 8. Content covered includes an introduction to elementary physical education, physiological differences between children and adults, lesson planning, classroom management/discipline, assessment of physical skills.</td>
<td>1.4, 5.1</td>
<td>1.3</td>
<td></td>
<td>1d</td>
</tr>
<tr>
<td>Exam #2 – Ch. 7, 9, 10, 11, 12, 13. Content covered includes students with disabilities, legal issues in education, purchasing equipment,</td>
<td>1.4</td>
<td>1.3</td>
<td></td>
<td>1d</td>
</tr>
</tbody>
</table>
Final Exam – Ch. 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13. Content covered is all that was covered in exam 1 and 2, all physical activities participated in during the semester.

| Week 1 | Orientation, Syllabus, “Circle Map” for answering what is Elementary Physical Education  
Chapter 1 notes – Elementary School Physical Education  
Provides an overview of quality elementary school physical education.  
Chapter 2 notes – Teaching Children in the Physical Education Environment  
Covers aspects of physical and physiological aspects of elementary aged children and how to use knowledge in teaching elementary school physical education.  
Week 2 | Continue with Chapter 2 notes.  
Start Chapter 3 notes – Preparing a Quality Lesson  
Discuss various teaching styles that can be used for instruction of physical skills and the four parts of the quality physical education lesson plan. This lesson plan assignment is used for accountability and accreditation purposes.  
Week 3 | Continue Chapter 3 notes, Begin physical education lesson plan project (in the classroom and participation in the gym).  
Week 4 | Finish Chapter 3 notes.  
Begin Chapter 5 notes – Improving Instructional Effectiveness  
Discuss how to provide instructional cues, instructional feedback, and knowledge of results when teaching elementary aged students.  
Continue work on physical education lesson plan project, Introductory Activity portion is due.  
Week 5 | Finish Chapter 5  
Begin Chapter 6 notes – Management and Discipline |

A copy of CAEP, ISTE and InTASC standards can be found on the Perkins College of Education website – www.sfasu.edu/education

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

**IV. Evaluation and Assessments (Grading):**

The final grade in this course will be based on the percentage of overall points accumulated throughout the semester.

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
<td>90% - 100% = A</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>100</td>
<td>80% - 89% = B</td>
</tr>
<tr>
<td>Entire Lesson Plan Assignment</td>
<td>105</td>
<td>70% - 79% = C</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
<td>60% - 69% = D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below 60% = F</td>
</tr>
</tbody>
</table>

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

In order to receive full credit in the course, all assignments that are required to be submitted in LiveText must be submitted in LiveText and a paper copy must also be submitted to the instructor.
Discuss methods to prevent discipline problems before they occur and methods to deal with negative behaviors after they occur.
Continue work on physical education lesson plan project (discuss “strengths” and “needed improvements” for the future portions of the lesson plan).

Week 6
Finish Chapter 6 notes
Begin Chapter 8 notes – Evaluation
Discuss various methods to evaluate student learning in physical education.
Continue work on physical education lesson plan project (Fitness Activity, classroom and participation in the gym). Assign the Fitness Activity.

Week 7
Finish Chapter 8 notes
Exam #1(Chapters 1, 2, 3, 5, 6, 8).

Week 8
Begin Chapter 7 notes – Children with Disabilities
Discuss the concepts of Least Restrictive Environment, Inclusion, Individualized Education Program, Methods to modify instruction for children with disabilities.
Continue work on physical education lesson plan project, Fitness Activity due.

Week 9
Spring Break

Week 10
Chapter 9 notes – Legal Liability, Supervision and Safety
Discuss legal liability, how to prevent potential lawsuits.
Begin Chapter 10 notes – Facilities, Equipment and Supplies
Discuss and simulate the process of purchasing equipment and supplies, from inventory all the way through filling out a purchase order form. Easter Holiday.

Week 11
Easter Holiday. Finish Chapter 10 notes.

Week 12
Chapter 11 notes – Integrating Academic Concepts, Rainy Day Activities
Discuss methods to combine physical education concepts with academic concepts both in the gym and in the classroom.
Continue to work on physical education lesson plan project. Assign Lesson Focus.

Week 13
Chapter 12 notes – Promoting and Monitoring Physical Activity
Discuss the Physical Activity Pyramid, use of pedometers in physical education/physical activity.
Continue to work on physical education lesson plan project.

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

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

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

Week 17
Comprehensive Final Exam is on Monday, May 9th, at 10:30 AM.

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

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

**Recommended: TEXT/Materials:** Pangrazi, R.P. and Beighle, A. (2010)

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

Websites for class use:  www.tea.state.tx.us/  
www.pecentral.com  
www.ncpe4me.com

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

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.

Students are expected to attend and participate in every scheduled class meeting. The instructor will record attendance. Students will be allowed two unexcused absences before a ten point deduction for each unexcused absence, after the first two un excused absences, is subtracted from the 50 points allowed for attendance. On the fifth unexcused absence, after the first two unexcused absences, the grade for the course is an automatic F. Each unexcused absence during the skill assessments will be counted as two unexcused absences. A student must notify the instructor immediately prior to a university-sponsored trip that will cause an absence. Other absences will be discussed on an individual basis and need supporting documentation. If at all possible, try not to schedule appointments for when you should be in class. Inform friends and family of your daily and semester schedules so that you are not missing classes because of their scheduling.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or
auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

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

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

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

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

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

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

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _________________________ . If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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

IX. Other Relevant Course Information:

Undergraduate Teacher Certification—The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout.

(Technical Information about the Undergraduate Initial Teacher Certification Handbook)

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.