Course Syllabus: HHPK 324.01E Health & Kinesiology for Children

Dr. Betty A. Block
Office: FH 100B
Office Hours: Monday – Thursday 1:30 – 2:30

Betty.Block@tamuc.edu
Phone: 903.886.5545

Class Meeting
Class Meeting Time: MTWR 9:00-10:50am
Class Meeting Place: Education South 122

Textbook
Electronic handouts via eCollege

Course Description
This course is designed to acquaint students with health information appropriate for children ages five through twelve years. In addition, principles of kinesiology and analysis of skills for this same age group will be explored.

This course is designed for the EC-4 classroom teacher to provide information for organizing and administering developmentally appropriate programs in elementary physical education and comprehensive school health programs. Materials align with the Texas Examination of Educator Standards (TExES) in the content areas of Health and Physical Education and the Texas Essential Knowledge and Skills (TEKS) for Health and Physical Education. (3 credit hours)

Course Objectives
The following TEKS content areas will serve as broad objectives for this course:

- **TExES Health Standard I.** The health teacher applies knowledge of both the relationship between health and behaviors and the factors influencing health and health behavior.
- **TExES Health Standard II.** The health teacher communicates concepts and purposes of health education.
- **TExES Health Standard III.** The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.
- **TExES Health Standard IV.** The health teacher evaluates the effects of school health instruction.
- **TExES Physical Education Standard I.** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- **TExES Physical Education Standard II.** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
- **TExES Physical Education 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.
- **TExES Physical Education 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.
- **TExES Physical Education Standard V.** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- **TExES Physical Education Standard VI.** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- **TExES Physical Education 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.
- **TExES Physical Education Standard VIII.** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.
- **TExES Physical Education Standard IX.** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well being.
- **TExES Physical Education Standard X.** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

### Student Learning Outcomes

**As a result of this course the student will be able to:**

- Demonstrate an ability to integrate health content into interdisciplinary lessons for elementary-aged children while utilizing the most current health education research.
- Implement instructional strategies that most effectively deliver health and physical education material.
- Embeds contingency plans into every lesson plan to address diverse student populations and diverse student needs.
- Demonstrates an ability to teach lessons in the classroom and activity space using a variety of teaching styles and classroom management techniques.
- Discuss and analyze health and physical education content in both verbal and written form.
- Embeds student assessments in all lessons.
- Reflects and evaluates lessons and teaching episodes of self and others.

### Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5 - 100</td>
<td>(Exceptional, Mastery)</td>
</tr>
<tr>
<td>B</td>
<td>79.5 – 89.4</td>
<td>(Above Average, Good Performance &amp; Learning)</td>
</tr>
<tr>
<td>C</td>
<td>69.5 – 79.4</td>
<td>(Average)</td>
</tr>
<tr>
<td>D</td>
<td>59.5 – 69.4</td>
<td>(Poor)</td>
</tr>
<tr>
<td>F</td>
<td>59.4 and below</td>
<td>(Failing)</td>
</tr>
</tbody>
</table>

**Grading Criteria**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Assignments</td>
</tr>
<tr>
<td>25%</td>
<td>Detailed Interdisciplinary Lesson Plan</td>
</tr>
<tr>
<td>15%</td>
<td>Quizzes</td>
</tr>
<tr>
<td>30%</td>
<td>Exams (2)</td>
</tr>
</tbody>
</table>

Late assignments will receive a grade of zero "0".

### eCollege

eCollege will serve as a supplement to our class meetings and will allow students to view and print the course schedule, power point handouts, course handouts, labs, etc. To log onto eCollege, visit the University's main website, then click on "My Leo." Log on using your CWID and your password, which is probably your birthday in 6 digits (e.g. May 6, 1980 would be 050680). Then click on eCollege. Select this course and use the headings on the left to navigate.

The following support options are available 24 hours a day / 7 days a week:

- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)
- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

### Contacting Your Instructor:

If you have questions pertaining to the content of this course (e.g., questions about an exam, course due dates, grades, etc.), please contact your instructor via email or through the "Virtual Office."
Statement of Student Behavior

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct) Inappropriate behavior will result in a warning followed by class dismissal and a student / teacher conference. Continued inappropriate behavior will result in permanent dismissal from the course.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Course Policies and Procedure

1. Attendance will be taken daily. Students are expected to be in class, seated, on time. Each unexcused absence will result in a 5 points deduction of your final average and tardies will result in a 2 point deduction.

2. An "excused absence" is defined as a documented university approved activity. The instructor reserves the right to change the content or format of all make-up work. The student is responsible for making up missed work. If the absence is for one of the reasons listed below, you will be able to make up the work missed within two business days. To reserve the right to make up work, you MUST provide written documentation on the day you return to class (a copy that I may keep). Please notify me ahead of time via email if you know you will be absent.
   - Participation in an activity appearing on the University's authorized activity list.
   - Death or major illness in a student's immediate family.
   - Illness of a dependent family member.
   - Participation in legal proceeding or administrative procedures that require a student's presence.
   - Religious or Holy Day.
   - Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or other doctor).
   - Required participation in military duty.

3. DUE DATES: The due date listed for assignments are the LAST chance to submit them. Please turn in your work early. I DO NOT accept late assignments or exams.

4. ECollege and email will be the primary method of communication between you and me outside of the classroom. Please refer to it regularly.

5. You MUST check your email regularly in case I need to communicate with you. I will contact you through your leo account.

6. While you are in class, I expect that you participate. That means that you should:
   - actively prepare by reading any assigned materials,
   - TALK (ask and answer questions),
   - bring your notes to class,
   - bring your ideas, and
   - refrain from anything not class related during class (newspapers, reading for another class, text messaging, etc.)

Students who chose to disrupt class by not participating will be asked to leave. CELL PHONES AND ALL OTHER ELECTRONIC DEVICES MUST BE TURNED OFF AND OUT OF SIGHT. This is a zero tolerance
policy. If you use a cell phone, iPod, etc., in class, you will lose 10 points per incident.

7. If you have a question or concern, TALK to me. I am here to help. If you need to reach me, email me or contact me during my office hours, in the eCollege virtual office, or after class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter / Activity</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| July 9 – July 12 | 7.9 – Introductions  
Syllabus / eCollege  
7.10 – Topics in Health Project  
7.11 – 12  
On-line research (no class) | Topics in Health  
Spend the week working on health project (see detailed assignment and scoring rubric) |
| July 16 – July 19 | 7.16 – 7.19  
Student Health presentations | Be prepared to present your health project to class  
On-line health quiz  
On-line health exam |
| July 23 – July 26 | 7.23 – 24  
Introduction to Movement/Laban  
7.25 – 26  
Interdisciplinary movement/folk dance | Dress for physical activity.  
On-line movement quiz  
Movement skills test |
| July 30 – Aug 2 | 7.30  
Introduction to infusing movement into lesson planning/teaching/assessment  
7.31 – 8.2  
Practice teaching (each other) | Interdisciplinary lesson plan – due 7.31  
Teaching skills test  
Assessment quiz |
| August 6 - 9 | 8.6  
Practice teaching (continued)  
8.7 – 8.8  
Course recap and innovative teaching  
8.9  
On-line final exam | On-line Final Exam |