



## HHPK 324.610 HEALTH KINESOLOGY CHILDREN COURSE SYLLABUS: Fall 2012

**Instructor:** Dr. Steve Thompson

**Office Location:** MC-2 214

**Office Hours:** Posted

**Office Phone:** 972-775-7223

**University Email Address:** [Steve\\_Thompson@TAMU\\_Commerce.edu](mailto:Steve_Thompson@TAMU_Commerce.edu)

### COURSE INFORMATION

#### Optional Materials – Textbooks, Readings, Supplementary Readings:

Physical Education Methods for Elementary Teachers, 3<sup>rd</sup> edition. ISBN#: 978-0736067041, Human Kinetics.

**Course Description:** This course is designed to acquaint student 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-6 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. The newly developed Texas Assessment of Knowledge and Skills (TAKS), formerly Texas Assessment Academic Skills (TAAS) objectives are also included. (3 credit hours)

#### Student Learning Outcomes:

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

- **TExES Health Standard 1.** 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

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

(See syllabus tool for content suggestions)

**Grading**

- A 89.5 - 100 (Exceptional, Mastery)
- B 79.5 – 89.4 (Above Average, Good Performance & Learning)
- C 69.5 – 79.4 (Average)
- D 59.5 – 69.4 (Poor)
- F 59.4 and below (Failing)

**Grading Criteria**

15%	Article Reviews on health & PE
10%	Field trip report
20%	Project built by students
10%	Health Lesson Plan / Poster Presentation
10%	Physical Education Lesson Plan/Poster
15%	Health Exam/mid term
20%	PE Final Exam/Teaching a skill to class

**Late assignments will receive a grade of zero “0”.**

## TECHNOLOGY REQUIREMENTS

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](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative

## ACCESS AND NAVIGATION COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

**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" or [steve.thompson@navarrocollege.edu](mailto:steve.thompson@navarrocollege.edu)

"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)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

*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 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

## *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**1. Attendance will be taken daily. Students are expected to be in class, seated, on time. If you are absent when roll is taken, you will lose 5 points per day you are absent off your final grade—unless you are participating in a college-sponsored activity.**

**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 if you must be absent. I DO NOT accept late assignments or exams.**

4. The web page will be the primary method of communication between you and me. 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 messages, 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.

## COURSE OUTLINE/CALENDAR

### Fall 2012

Day	Date	Class Activities
T	Week 1	Syllabus/Course Outline/Class Communications
		Class Overview/Discuss career goals of students
T	Week 2	Health and Nutrition
		Assign and Discuss Health Poster The rewards of teaching /Discuss Competency #44- Health
T	Week 3	Present Health Posters and discuss how to use for possible cross-teaching/Some for board pres.
		Human Body video and quiz
T	Week 4	Board Presentation of posters Health Competency Review/Assign teams to teach for next class
		Health Article Critique/Computer Lab
T	Week 5	Present items of interest from article Continue study of competency #44 Watch "Bone Dance" and critique
		Students make study questions from Comp#44
T	Week 6	Field Trip to local playground for field report Watch Health Video #2 (possible internet clips)
		Field Trip to local food store/food label report-teach label information to class
T	Week 7	Nutrition and the Young Child
		Review for Health Exam/Take sample exam #44
T	Week 8	Health Exam Review—including all competencies for #44/Discuss major project
T	Week 9	Written Health #44 Exam/Teaching Exam
		Assign Physical Education Poster
T	Week 10	Physical Education Competencies #45
		Present Physical Education Poster/Watch Safety Video "Stranger Danger" and discuss.
T	Week 11	"Sack of Limbs" Assignment. Group Presentations/Continue Competency #45
		Teams Teach about care of body parts
T		Create test questions from competency #45
T	Week 12	Make lesson plan and Team Teach a physical activity
T	Week 13	Team Teach Elementary PE Activity
		Team Teach Elementary PE Activity
T	Week 14	Team Teach Elementary PE Activity Major Projects Due
T	Week 15/16	Complete Team PE Activity Teaching/Final Exam
