



HHPK 324.610 HEALTH KINESOLOGY CHILDREN COURSE SYLLABUS: Spring 2015

Instructor: Dr. Steve Thompson

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COURSE INFORMATION

Optional Materials – Textbooks, Readings, Supplementary Readings:

Physical Education Methods for Elementary Teachers, 3rd edition. ISBN#: 978-0736067041 (Optional), Human Kinetics (Optional).

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

COURSE REQUIREMENTS

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”. If you must miss class, turn in your work due that evening before class. All interactive assignments done in class cannot be made up.

TECHNOLOGY REQUIREMENTS

Computer access to send and receive emails

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

"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

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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@tamU-commerce.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 concerns, talk to me. I am here to help. If you need to reach me, my office number is #215.

COURSE OUTLINE/CALENDAR

Spring 2015

Day	Date	Class Activities
T	Week 1	Syllabus / Communications
		Class Overview
T	Week 2	Health, Safety, and Nutrition
		Health Poster The rewards of teaching /Discuss Competency #44
T	Week 3	Children's Health; Health Appraisals/team teach
		Health Assessment Tools, Illnesses, etc., Human Body video and quiz
T	Week 4	Health Competency Review/teams teach
		Health Article/Computer Lab/Health Poster Due
T	Week 5	Safety for the Young Child/competency #44
		Safety Management, Quality Environments, etc.
T	Week 6	Field Trip to local playground/safety report-safety video
		Field Trip to local food store/food label report-teach
T	Week 7	Nutrition and the Young Child/Health lesson plan
		Review for Health Exam/Take sample exam #44
T	Week 8	Health Exam—including competencies for #44
T	Week 9	Preparing to teach physical education
		Introduction to Physical Education /Physical Activity/teaching video/lesson plan guidelines
T		Cognition, Learning, and Practice
		Physical Activity—Assign Article
T	Week 10	Physical Education Competencies/video
		Assign Physical Education Poster
T	Week 11	Teachers' Rights, Responsibilities
		Teams Teach/Discuss major project-team teach
T		Create test questions from competency #45
T	Week 12	Lesson Plans/PE Posters due/team teach
		Using examples, work up lesson plan in class
T	Week 13	Team Teach PE Activity
		Team Teach PE Activity
T	Week 14	Team Teach PE Activity
T	Week 15/16	Complete Team PE teaching/PE Final Exam

