TEXAS A&M UNIVERSITY - COMMERCE
HEALTH & HUMAN PERFORMANCE
Course Syllabus

Course Title:	Health and Kinesiology for Children Course Number: HHPK 324 -001
Credit Hours:	3
Instructor:	Bill Grant
Class Meeting:	Room FH 003 - Tuesday/Thursday 11:00 A.M. -12:15
Office Hours:	9:00 A.M –10:00 A.M. 2 P..M. – 3 P.M. Office: Field House # 215
Phone:	(903) 439 -7854
E-MAIL:	bpgrant@suddenlink.net
Text:	Packet Required ($15.00) (From P.E. Office, not the bookstore)

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.

Supplemental Description: 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 newly released 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 of Academic Skills (TAAS) objectives are also included in semester projects.

Goals and Objectives:

The following content areas in the TEKS will be used as objectives for this course.

Student Goals, Objectives and Standards in Health Education

TExES Health Standard I. The health teacher applies knowledge of both the relationship between health and behavior 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.

Student Goals, Objectives and Standards in Physical Education

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:
(NOTE: Assignments will be assessed a 10% penalty for each day late (15% for a weekend).)

A. Health Lesson Plan& Poster (10%)
Students will develop an original lesson plan using health information. Also a health poster should be designed with a motivational message to encourage better health

B. Speech – Students will lead a class discussion using a proverb for character education (10%)

C. Interdisciplinary Physical Education Lesson Plan Presentation (with student-taught activity). (20%)
Students will develop an original physical education lesson plan and teach the activity to the class.

D. Exams (4):
Four exams will be administered throughout the semester, covering all information covered in class work & assignments. Two will cover health education, and the other two will cover physical education. (40%)

No make-up exams will be given, unless arrangements are made prior to the exam or a verifiable medical excuse is provided.

E. Class Attendance and Participation (10%)
The student will be responsible for obtaining all materials presented in class, and outside assignments given by the instructor. Participation in class discussion is considered essential. As a developing scholar, not only are you expected to attend class on a regular basis, but you should make significant contributions to the scholarship of this course through your professional oral input. Absences and/or the lack of professional participation will be reflected on the final grade.

Students are expected to attend classes with proper punctuality. If you miss a class, call or text the instructor and inform her of the reason you are absent. If you come into the class after the roll has been taken, it is your responsibility to notify the instructor that you came in and are not absent. Failure to do this will result in the student being given an unexcused absence.

F. Final Exam (10%)
The final exam will consist of questions drawn from the four exams administered during the semester. Students with any type of disability that may interfere with learning in this course should negotiate a reasonable accommodation with the instructor early in the semester.

Grading:

Speech –character education	(10%)
Health Lesson Plan & Health Poster	(10%)
Physical Education Lesson Plan Presentation	(20%)
Exams 4	(40%)
Class Attendance and Participation	(10%)
Final Exam	(10%)
TOTAL	100%

Grade Scale:

90 - 100 = A	60 - 69 = D
80 - 89 = B	0 - 59 = F
70 - 79 = C	

Drop Pass/Drop Fail Policy: A student dropping HHPK 324 after the census date (see Schedule of Classes for specific dates) may receive a "Drop Pass" if and ONLY IF the student has maintained passing grades prior to dropping the course. After the first twelve days of class work of any semester or after the first four days of class work of any summer term, the instructor may permit a student to officially drop a class in which the student is not passing. See Schedule of Classes for specific drop dates. A grade of "DF" will be reported at the end of the semester.

Excessive Absences occur when they reach approximately 10% (5 classes) of the total scheduled class meetings for the term. A student may be dropped from the course when his/her unexcused absences exceed approximately 20% (8 classes) of the total scheduled class meetings for the term.

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 BOOK.)

Students with Disabilities:

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
James G Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu.

HHPK 324: Health & Kinesiology for Children
TENTATIVE COURSE OUTLINE
Spring, 2015

DATE	CHAPTERS	Topics to Cover	Assignments Due
Tue 9/1		Syllabus/ The Teacher as a Professional Character Education	
Thur 9/3	Health Chapter 1	Definition of health, wellness, health continuum Life expectancy, positive & negative lifestyle factors	
Tue 9/8	Health Chapter 1	Quality of life, prevention, Why teaching health is difficult	
Thur 9/10	Health Chapter 2	Good health of students, controversial subjects, ethical issues,	**Begin 3 minute speeches/ Character education**
Tue 9/15	Health Chapter 2	Emergency care, legal duties, liability, Negligence, legal defense	
Thur 9/17		**Test 1 (Chapters 1& 2)**	
Tue 9/22		**Making Tests**	
Thur 9/24	Health Chapter 3	Emergency procedures, good Samaritan law, open wounds, shock	
Tue 9/29	Health Chapter 3	Bee stings, nosebleeds, sprains & strains**,**	
Thur 10/1	Health Chapter 3	burns, choking, CPR, seizures	
Tue 10/6	Health Chapter 4	Reporting abuse, foods of minimal nutritional value,	**Health lesson plan due**
Thurs 10/8	Health Chapter 4	Health pyramid, nutrients, food labels	
Tue 10/13	Health Chapter 4	Food label terms, quackery, preventing cancer	**Health Poster due**
Thurs 10/15		**Test 2 (Chapters 3&4)**	

Tue 10/20		Cassie Grant -3rd grade teacher-classroom management	
Thur 10/22	P.E. Chapter 1	Physical Education terms, obesity, skeletal growth, muscular growth	
Tue 10/27	P.E. Chapter 1	Motor skill development, heart rate, components of physical fitness,	
Thur 10/29		**Test 3 (P.E. Chapter 1)**	
Tue 11/3		Activity – cup stacking/stretching	
Thurs 11/5	P.E. Chapter 2	Stress management, Principles of exercise Body types, Validating content	
Tue 11/10	P.E. Chapter 2	Throwing, catching, striking, & catching, task presentation	
Thur 11/12	P.E. Chapter 2	Criteria for grouping, Choosing ways to communicate, Improving communication	
Tue 11/17		**Test 4 (P.E. Chapter 2)**	
Thur 11/19		Students teaching P.E. Activity Class	
Tue 12/2		Students teaching P.E. Activity Class	**P.E. lesson plans are due the day that you teach**
Thur 12/4		Students teaching P.E. Activity Class	
Tue 12/9		Students teaching P.E. Activity Class/	
Thur 12/11		**Final Exam**	

Please note that this schedule is tentative and is subject to change. Also, this is NOT all-inclusive. Other information will be presented in each section.