I. COURSE DESCRIPTION:
   This course is designed to introduce a framework for the development of
   movement exploration and skill level in children. It will introduce students to methods,
   materials and activities for the teaching of developmentally appropriate physical
   education in the preschool, primary and intermediate grades. Students will identify and
   apply effective teacher process behaviors while presenting movement activities.
   Prerequisite: KINE 3338.

   A teaching portfolio (electronic and hard copy) requires to be completed for successful
   exit from your major of Physical Education. This will be addressed across methods
   classes.

II. RATIONALE:
   This course emphasizes the development of fundamental teaching skills required
   for effective instruction in the elementary school setting. It serves as a key training
   course for pre-service physical educators.

III. COURSE TEXTS and helpful resources

Publisher.

On the Move Lesson Plans (7th Ed.) found at www.mhbhe.com/graham7e. Use the pass
code that is bound into the copy of your Children Moving textbook. There are also
practice tests and other online helps found at the Student Learning Center.

NASPE (2004). Moving into the Future National Standards in Physical Education (Used
in both KINE 3341 and KINE 3339).

Physical Education resources:
http://physicaleducationresources.com/lessonplansprimaryphysicaleducation.aspx
Physical Education Standards for the Texas State Board for Educator Certifications: In preparation for the Texas Examinations of Educator Standards (TExES) in Physical Education EC -12, this course addresses these standards and competencies.

Standard I
The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

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.

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.

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.

Standard V
The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI
The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

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.

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.

Standard IX
The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.

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.
TExES COMPETENCIES for BEGINNING TEACHERS
KINE 3339 covers emboldened competencies

**Competency 001 (Motor Development and Learning) Standard I**
The teacher understands and applies principles of motor development and motor learning.

**Competency 002 (Developing and Integrating Motor Skills) Standard I**
The teacher understands principles and practices for developing, combining, and integrating motor skills.

**Competency 003 (Biomechanics) Standard I**
The teacher understands and applies knowledge of movement concepts and biomechanical principles.

**Competency 004 (Sports Activities) Standards I and III**
The teacher understands and applies knowledge of individual, dual, and team sports and activities.

**Competency 005 (Dance, Games, and Other Activities) Standards I and III**
The teacher understands principles, techniques, skills, and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.

**Competency 006 (Body Systems and Physical Fitness) Standard II**
The teacher understands major body systems, principles of physical fitness development and training, and the benefits of a healthy, active lifestyle.

**Competency 007 (Cardiovascular Endurance) Standard II**
The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

**Competency 008 (Flexibility, Posture, and Muscular Strength and Endurance) Standard II**
The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.

**Competency 009 (Health and Wellness) Standard II**
The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyzes ways in which personal behaviors influence health and wellness.

**Competency 010 (Instruction and Assessment) Standards IV, V, VI, VII**
The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
V. COURSE OBJECTIVES, OUTCOMES, ALIGNED STANDARDS & MEANS OF ASSESSMENT

1. Students will identify the fundamental movement skills that are taught to children at the pre-K and primary level and the essential skills taught to intermediate level children.
   - Standards I, II, VIII
   - Video and real time analysis (self, group, team and children)
   - Portfolio

2. Student will identify content standards for physical education and components of quality elementary school physical education programs.
   - Standards I, II, IV, IX
   - Class readings and class entry summaries and quizzes (team and individual)
   - Portfolio

3. Student will identify developmentally-appropriate forms of physical activity for children.
   - Standards IV, VI
   - Video and real time analysis (children and class)
   - Portfolio footage of own teaching (two different occasions)
   - Appropriate assessment and rubric designs
   - Fun days, lab experiences

4. Student will demonstrate planning behaviors for quality instruction.
   - Standard VIII, X
   - Lesson plan evaluation, Computer observation system (COS)
   - Block plan design

5. Student will identify and exhibit teaching behaviors characteristic of effective instruction.
   - Standards I, IV, V, VIII
   - COS of self and others teaching, lab based teaching scenario challenges, written reflections, teaching scenarios modeled

6. Student will identify methods of managing students and maintaining appropriate behavior.
   - Standards II, III
   - Lab based challenges and modeled scenarios, COS
7. Student will identify means of evaluating teaching, learning, and programs in physical education.
   - Standards VII, VIII
   - Rubric design exam and reflection
   - Portfolio and exit exam (inclusive of portfolio presentation ppt)
   - Group project: Sharing your ideas over the web to a U.K based teacher based journal http://physicaleducationresources.com/default.aspx
8. Student will demonstrate skills in teaching physical education content, in managing learning environments, and in assessing learner’s progress.
   - Standards I, III, IV, VI, VII
   - COS and real time observations (self and reciprocal)
   - Teaching exam- (lesson, assessment, rubric, actual teach, reflection)
   - Portfolio
9. Student will critically evaluate teaching behaviors by collecting and assessing observational data.
   - Standard VIII, IX
   - Paper to consolidate information gathered via all observations
10. Student will appreciate and articulate the need for physical education in elementary schools.
    - Standard II
    - Written position paper (in-service teacher interviews) and its public presentation (web based article submission for physical educators accepted)

VI. Program Student Learning Outcomes

**BS Kinesiology EC-12 Kinesiology**
1. Knowledge of movement skills
2. Knowledge of health-related physical fitness
3. Knowledge of physical education programs

VII. INSTRUCTIONAL METHODS and ASSESSMENTS

(1) Tests 45%
(2) Lesson plan construction & teach (6 lessons & 3 teaches) 30%
(3) Physical Education field assessment experience 15%
(4) Final Viva Presentation 10%

**Point Deductions:**
- Attendance (1-2 absences free, 3=-5, 4=-20%, 5=-25%, >5=-40%)
- Professional comportment (dress, attitude, assistance). If you are not professionally dressed on teach or test days, you will not be permitted to participate in the field experience and so will not gain credit for that day.
You may pass this course only with the accompanying elementary physical education segment of your portfolio complete.

Portfolio components (Electronic & hard copy)

Components for final Viva
Bio, picture, teaching philosophy, reflection of teaching experiences (1 paper), lesson plans, TEKS, Standards.

GRADES are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL. The following scale will be utilized:

A (Excellent) = 90 - 100%
B (Good) = 80 - 89%
C (Average) = 70 - 79%
D (Passing) = 60 - 69%
F (Failure, work not passed) = 0 - 59%

VIII. COURSE SCHEDULE:
The Blackboard calendar will be used in this class to post the instructor's plans for the next class and to document what was done after each class.

IX. COURSE POLICIES
A. Student Conduct Policies
   1. Attendance: Attendance infractions are documented in this class and serve as indicators of professional behavior. Attendance is recorded at the beginning of class during each scheduled meeting.

      If you are going to be absent, if you're going to be late, or if you must leave early, inform the instructor at the earliest opportunity (not during class)! Notifying the instructor does not excuse the attendance infraction, it simply is common courtesy and an acknowledgment that you accept responsibility and the consequences for your behavior.

      • Absences during laboratory and field experiences are especially detrimental to the learning of your classmates and students. Therefore, these may not be recovered. Nevertheless, after an absence, the student is responsible for being ready for class when returning.

      2. Appropriate Classroom (& Gym) Behavior: Engaging in activities that are unrelated to the class and which are disruptive (or distracting) is considered DISRESPECTFUL by your instructor. If you choose to engage in inappropriate and
disruptive activity during class, you will be asked to leave. *It is not your instructor's desire to embarrass anyone, but disruptive behavior will not be tolerated.*

During class lectures, it is inappropriate to play with your cell phone, your laptop, or to engage in discussions with classmates. During class lectures and activities (except exams & quizzes), you may QUIETLY leave the classroom whenever you wish to conduct your personal business or go to the bathroom. You may also rise from your chair and stretch during class lectures and activities (except for exams and quizzes).

Appropriate behavior in this class is defined as being prepared and being a proactive learner. Students in this class should display an inquiring disposition and a university attitude in learning (carefully consider other views, be respectful of other views).

B. Grading Policies

1. **Blackboard Gradebook:** Your grades are posted on the WebCT gradebook throughout the semester. *Corrections to your posted grade must be made WITHIN a WEEK of its posting.* When grades are available on the WebCT gradebook, you will be notified on the WebCT calendar. *Review of graded materials must be completed WITHIN a WEEK of the grade posting on the WebCT gradebook and calendar.*

2. **Drop Policy:** Note the last day for a student to drop a class. You are strongly encouraged to monitor your grades (using the grade recording sheet in your packet and by monitoring your grades on WebCT), especially before the drop date, to enable you to drop the course if your course grade is low. *Your course instructor CANNOT drop you under any circumstances.*

3. **Incomplete Grade:** Incompletes are given ONLY in the case of compelling and extenuating circumstances beyond the student’s control other than LACK OF TIME. Review the requirements under which an Incomplete may be removed and the consequence for failing to remove an incomplete may be found in your TAMU-CC Undergraduate Catalog.

C. Academic Honesty

As per the university catalog, “university students are expected to conduct themselves in accordance with the highest standards of academic honesty”. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own).

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment.
8. Failure of your Affective disposition aspect of the course.

**REMEMBER:** Being unaware that you committed a form of academic misconduct does NOT excuse you from the consequences of your infraction.

*N.b. You can not exit from this class with a failed affective component.*

X. **TEACHING FIELD EXPERIENCE**

   The purpose of the field experience is to plan, implement, practice, and assess best teaching practices. In addition to providing KINE 3339 student teachers an opportunity to practice teaching, the field experience must also benefit the students taught at the field experience site, or the site will no longer be made available for a KINE 3339 field experience.

   To earn the opportunity to practice teaching real elementary school children, the KINE 3339 student teacher must submit planning documentation on time, maintain a passing grade, and demonstrate responsible behavior. Failure to meet these requirements will result in a denial of the opportunity to teach in the field experience. Most likely, a denial will lead to a failing grade in the class, but poor teaching will not be permitted to compromise the quality of the experience for either the students in the field experience or fellow KINE 3339 classmates on the teaching team. Field experiences will take the place of labs when necessary.

   This field experience is conducted during regularly scheduled class meetings, but that has the disadvantage of reducing the amount of class time for covering class content. The field experience helps to make the course content more meaningful for most KINE 3339 students, but reduces the time available to cover required course content.

PROFESSIONAL ATTIRE

School attire must be worn on field experiences and during class time- khaki shorts, smart leisure pants and collared or athletic round neck shirts (school colors) are requested.

XI. **BIBLIOGRAPHY**

   The knowledge bases that support course content and procedures include:

Boston, MA: WCB/McGraw-Hill.
Siedentop, D. & Tannehill, D. (2000). Developing Teaching Skills in

Additional items of interest:

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

http://www.tea.state.tx.us/teks/116toc.htm


example of test practices: JFekula@FekulaTestPrep.com

XII. REQUIRED (and RECOMMENDED) COURSE MATERIALS
A coach's whistle, a time-keeping device (wrist watch or stop watch) is required
to manage time during the field experience. (A cell phone will not serve as an easily
accessible time-keeping device.) To manage the course packet and handouts that will be
disseminated throughout the semester, it is recommended that students purchase a 3-ring
binder.

XIII. LIBRARY RESOURCES
In addition to what is available on-line and in the stacks in the library, specific
materials for this class may be RESERVED for you at the Circulation's Desk on the first
floor of the library (instructor's discretion). Inquire about RESERVE materials for this
class by the course number or by your instructor's name. RESERVE materials may be
copied on site, but may not leave the library.

XIV. PARTICIPATION (in Physical Activities)
It is the student's responsibility to inform the instructor if you have a condition
that may impair or influence full participation in this class.

XV. GRADE APPEALS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who
believes that he or she has not been held to appropriate academic standards as outlined in
the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal
the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XVI. DISABILITIES ACCOMMODATIONS

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Course Overview

- For each theme or concept visited weekly, a summary requires to be written which you will use in class during discussions and teaching labs. Failure to keep up with these will result in a failed affective disposition for KINE 3339.
- Generally, each week will content both content knowledge (CK) and how to apply this (pedagogical content knowledge; PCK).
- Labs may constitute lab time in IH & or visits to the ECUC on campus. Field experience may also take up this time.
- Lesson plans should be created weekly based upon your reading- you may complete this class expectation in groups of no more than three persons and officially record each person’s contribution across the semester (no free loading permitted). These may be used in your course assessment (10%). Failure to remain equitable will result in a fail in your affective disposition component.
- Weekly approach- Dates are not used as the weekly content and means for its acquisition may switch across the three class days of Mondays, Wednesdays and Fridays. Please have your reading done in advance of the week in question.
- All work to be submitted must be done so on the FIRST meeting of the respective week. No exceptions.
- A tentative semester outline for readings, summaries and coursework submissions is included.
- Passports do not need to be submitted until you submit your portfolio, but are part of your pass/fail in your portfolio (required to pass this class). They will help with your participation, class discussions and lesson planning.

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Weekly Educational Focus</th>
<th>Tentative reading, written PASSPORTS OR QUIZZES Main: Graham, Holt/ Hale &amp; Parker, 2009</th>
</tr>
</thead>
</table>
| Week 1 | **Class Introduction, Syllabus, Discussion, Expectations**  
Exit summary link to own field  
Lab visit  
ECDC visit  
Familiarization activities |  
- *P1: Chapter 1 Characteristics of Quality Physical Education* |
| Week 2 | **Skill theme approach**  
**Developmentally appropriate Physical Education?**  
Skill themes  
Movement concepts  
The Wheel  
Linked to national standards  
Workshop for Texas standards  
Observations |  
- *P2: Chapters 2 & 3* |
| Week 3 | **Establishing a learning environment**  
**Managerial strategies**  
**Instructional strategies**  
Appropriate behavior & mgt. strategies  
LAB- How to monitor with COS  
LAB Peer practice with behavior management, COS  
Observations |  
- *P3: Chapters 9 & 10, Chapter* |
| Week 4 | **Skill proficiency level determination**  
LAB to practice generic skill evaluation  
**Aspects of a lesson**  
Observations  
Physical Fitness |  
- *P4: Chapter 7, Chapter 4* |
| Week 5 | **Teaching styles** |  
- *P5: Chapter 8, Chapter 6, The* |
| Week 6 | **Assessment in the class**  
aligned with lesson outcomes & standards  
Rubric design  
- Prep for children in school based program teaching  
LAB to practice assessments | *Spectrum of Teaching Styles*  
(Mosston & Ashworth, 1996…2005) Overview  
- *P6: Chapter 14, Chapter 7* |
|---|---|---|
| Week 7 | **IH teaching placements begin**  
**Fun day preparation (Unit for 5 classes)**  
Protocol development  
Skill proficiency assessment | - Theme outline for a 3 day fun activity sequence to assess student proficiency |
| Week 8 | **Movement concepts**: Space Awareness  
Movement concepts: Effort  
Movement concepts: Relationships  
LAB-Teaching | - The Wheel  
- *P7: Chapters 16, 17 & 18* |
| Week 9 | **Themes**  
Traveling, chasing, fleeing & dodging  
LAB-Teaching  
**Portfolio commencement**  
-Bio, teaching/life philosophy | - *P8: Chapters 19, 20* |
| Class 10 | **Themes**  
Jumping & Landing  
Balancing  
Transferring weight & rolling  
LAB-Teaching  
**Advocates for elementary P.E.**  
Class advocacy ideas | - *P9: Chapters 21, 22 & 23* |
| Week 11 | **Themes**  
Kicking & Punting  
Throwing & Catching  
Volleying & Dribbling  
LAB-Teaching  
LAB-Video, COS | - *P10: Chapters 24, 25, 26* |
| Week 12 | **Themes**  
Striking with rackets & paddles  
Striking with long-handled implements  
LAB-Teaching  
LAB-Video, COS | - *P11: Chapters 27 & 28*  
Test 2 |
| Week 13 | **Themes**  
| | Skill themes in dance  
| | Skill themes in Gymnastics  
| | LAB-Teaching  
| | LAB-Video, COS  
| | Advocacy for Elementary physical education- class project  
| | ● *P12: Chapter 29, Chapter 30*  
| | ● Lesson plan construction submission  
| Week 14 | **Portfolio preparation**  
| | COS, filming, power point presentation  
| | ● Portfolio work  
| Week 15 | **Portfolio preparation**  
| | Teaching  
| | **Portfolio Presentations** (Final)  
| | ● Yearly plan & Block/unit plan  
| | ● Labs/Fun activity days completion  
| Week 16 | **Portfolio presentations** (Final)  
| | Self-directed Readings  
| | ● Course portfolio folder check for class exit  
| | ● Field experience completion  
| | ● Instructional evaluations completion (Item #8; pass/retake)  
| | ● Attendance completion (Item  
| Finals week | **Portfolio presentations** completion  
| | ( Viva Final)  
| | ● Course portfolio folder check for class exit |