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. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. **LEARNER-CENTERED COMMUNICATION:** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. **LEARNER-CENTERED PROFESSIONAL DEVELOPMENT:** The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to

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**IV. TExES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES**

**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.

b) 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.

a. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

Diagnosis Competencies Taught & Evaluated: None

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, Block plan design

5. Student will identify and exhibit teaching behaviors characteristic of effective instruction.
   - Standards I, IV, V, VIII
   - Teaching evaluation (COS) of self and others teaching, lab based teaching scenario challenges, school based assessment of student performance

6. Student will identify methods of managing students and maintaining appropriate behavior.
   - Standards II, III
   - Lab based challenges and field experience teaches

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)

b) 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

VI. COURSE TOPICS
1. Introduction to fundamental movements, concepts and strategies
2. Design of lesson as based upon fundamental movements
3. Task analysis design and use in the lesson
4. Assessments-classroom and field based
5. Classroom management

VII. INSTRUCTIONAL METHODS and ASSESSMENTS
1. Successful completion of quizzes, tests and lessons.
2. Compete all written assignments (including lessons and task analyses).
3. Successful attendance of field-based teaches and implementation of micro lessons
4. Completion of health related fitness student field based assessments with elementary students.
5. Demonstrate proficiency in TEKS and national standards knowledge within lesson planning and use.
6. Oral proficiency in defending advocacy for physical education during class final oral (Viva) examination.
6. NOTE: Late assignments will not be accepted. All written work must exhibit a college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.
7. Be aware that attendance or lack thereof can lead to a prompt fail in this class.

VIII. EVALUATION AND GRADE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 quizzes (text, FITNESSGRAM and TEKS based)</td>
<td>225</td>
<td>45%</td>
</tr>
<tr>
<td>Lesson plan construction &amp; teach (6 lessons &amp; 4 teaches)</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Physical Education field assessment experience (incl. midterm paper)</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Final Viva Presentation (completion of teaching portfolio folder)</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

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:

GRADING SCALE

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
<td>500</td>
</tr>
<tr>
<td>80-89 %</td>
<td>B</td>
<td>445</td>
</tr>
<tr>
<td>70-79 %</td>
<td>C</td>
<td>395</td>
</tr>
<tr>
<td>60-69 %</td>
<td>D</td>
<td>345</td>
</tr>
<tr>
<td>59-%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

DEFINITION OF GRADES
Grades are distributed according to the following criteria:

A Your work obviously stands out from that of the normal body of students. You serve as a role model for how the assignment should be carried out. You are creative and energetic, expanding the boundaries of the assignment.

B You exceed expectations. Your preparation and delivery serve as examples of the proper concepts and practices. All of the required material is plainly in evidence, and your work is fluid and smooth.

C You complete an assignment that the average student, working the average amount of time should be expected to prepare. Your work is complete but in no way exceptional or deserving of extra attention.

D You demonstrate that you understood the assignment, but constructed and presented the material in a less than satisfactory way. Your performance was sub-standard relative to normal expectations.

F You either fail to do the assignment or your work is too far below acceptable standards to merit any consideration. You either completely miss the point of the assignment or disregard critical elements of it.
## IX. COURSE SCHEDULE AND POLICIES

Schedule:

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Weekly Educational Focus</th>
<th>Tentative <em>reading, written</em> PASSPORTS OR QUIZZES Main: Graham, Holt/ Hale &amp; Parker, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Class Introduction</strong>, Syllabus, Discussion, Expectations Exit summary link to own field Lab visit ECDC visit Familiarization activities</td>
<td><em>P1: Chapter 1</em> Characteristics of Quality Physical Education Quiz 1</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Skill theme approach</strong> Developmentally appropriate Physical Education? Skill themes Movement concepts The Wheel Linked to national standards Workshop for Texas standards FITNESSGRAM CCISD school visits</td>
<td><em>P2: Chapters 2 &amp; 3</em> Quiz 2</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Establishing a learning environment</strong> Managerial strategies Instructional strategies Appropriate behavior &amp; mgt. strategies Testing</td>
<td><em>P3: Chapters 9 &amp; 10, Chapter Quiz 3</em></td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Skill proficiency level determination</strong> LAB to practice generic skill evaluation Aspects of a lesson Observations Physical Fitness</td>
<td><em>P4: Chapter 7, Chapter 4</em> Quiz 4</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Teaching styles</strong> LAB to practice styles</td>
<td><em>P5: Chapter 8, Chapter 6, The Spectrum of Teaching Styles</em></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>Assessment in the class</td>
<td>aligned with lesson outcomes &amp; standards, Rubric design, Prep for children in school based program teaching, LAB to practice assessments</td>
</tr>
<tr>
<td>6</td>
<td>Overview</td>
<td>(Mosston &amp; Ashworth, 1996...2005)</td>
</tr>
<tr>
<td>7</td>
<td>Protocol development</td>
<td>Filed based testing; post tests</td>
</tr>
<tr>
<td>8</td>
<td>Movement concepts: Space Awareness</td>
<td>LAB-Teaching</td>
</tr>
<tr>
<td>8</td>
<td>Movement concepts: Effort</td>
<td>Movement concepts: Relationships</td>
</tr>
<tr>
<td>8</td>
<td>Movement concepts: Relationships</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Themes</td>
<td>Traveling, chasing, fleeing &amp; dodging, LAB-Teaching</td>
</tr>
<tr>
<td>9</td>
<td>Portfolio commencement</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>-Bio, teaching/life philosophy</td>
</tr>
<tr>
<td>10</td>
<td>Themes</td>
<td>Jumping &amp; Landing, Balancing, Transferring weight &amp; rolling, LAB-Teaching</td>
</tr>
<tr>
<td>10</td>
<td>Advocates for elementary P.E.</td>
<td>Class advocacy ideas</td>
</tr>
<tr>
<td>11</td>
<td>Themes</td>
<td>Kicking &amp; Punting, Throwing &amp; Catching, Volleying &amp; Dribbling, LAB-Teaching, LAB-Video, COS</td>
</tr>
<tr>
<td>12</td>
<td>Themes</td>
<td>Striking with rackets &amp; paddles, Striking with long-handled implements, FITNESGRAM CCISD post testing organization</td>
</tr>
<tr>
<td>13</td>
<td>Themes</td>
<td>Skill themes in dance, Skill themes in Gymnastics</td>
</tr>
</tbody>
</table>
| Week 14 | **Portfolio preparation**  
|         | power point presentation prep  
|         | CCISD FITNESSGRAM posts  
|         | Portfolio work  
| Week 15 | **Portfolio preparation**  
|         | Teaching  
|         | **Reading days**  
|         | Completion of folder, field assessments and field teaching  
| Week 16 | **Portfolio presentations** (Final)  
|         | Self-directed Readings  
|         | Course portfolio folder check for class exit  
|         | Field experience completion  
|         | Instructional evaluations completion  
|         | Attendance completion (Item  
| Finals week | **Portfolio presentations**  
|         | completion  
|         | ( Viva Final)  
|         | Course portfolio folder check for class exit  

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, 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. Students are required to punctually attend all class meetings (when applicable) and complete all assignment deadlines. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness. **Consistent attention to assignment instructions and submission deadlines is critical to the successful completion of this course.**

- After an absence, the student is responsible for being ready for class when returning. Absences in this class can lead to failure of the class.
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).

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**STUDENT CONDUCT**

Professional behavior is expected of all students. Inappropriate course conduct (cursing, disruption, etc.) may result in a reduced final grade or failure of the course. The use of phones for whatever purpose in class is strictly forbidden.

**NOTE:** Please be aware that only water is permitted in classes and the labs. No gum is permitted in the gym (as in CCISD school policy).

**NOTE:** Printing online tests and/or quizzes is strictly prohibited.

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**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.*

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 Blackboard, 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. Students must also pass the weekly quiz for the concept to be taught. Failure to meet these requirements will result in a denial of the opportunity to teach in the field experience. Points for teaching cannot be gained when this occurs.

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), sports shoes are requested.
XI. BIBLIOGRAPHY

The knowledge bases that support course content and procedures include:


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. 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 Rule 13.02.99.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.
**Academic Honesty**

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 work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. 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.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).
XIII. DISABILITIES ACCOMODATIONS

Americans with Disabilities Act (ADA) - The 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 disability. 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.

__________________________________________________________

KINE 3339-Elementary Physical Education Programs
Syllabus Acknowledgment Form

I, (print name)____________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 3339 Elementary P.E. Programs at Texas A&M University-Corpus Christi.

Signature ___________________________ Date __________________