



EDKN 4311 Teaching Secondary Physical Education

COURSE INSTRUCTOR

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Please start the subject line with EDKN 3331 e.g., “[EDKN 3331] Assignment”

COURSE INFORMATION:

- Course: EDKN 4311-900
- Class Time: Wednesday 9:00-10:15 AM
- Format: Hybrid meeting on Wednesday in Rm 223 STEM
- Learning Resources:
 1. Mischelle, S.A. & Walton-Fisette, J. (2016) *The essential of teaching physical education*. Human Kinetics. Champaign, IL : Human Kinetics. ISBN: 978-1-4925-0916-5
 2. Tutor 240 – Online Content Exam Preparation Packet

COURSE DESCRIPTION

Theory and application of group management skills that are appropriate for physical activities. Effects of litigation, facilities, design, program, equipment, class scheduling and lesson planning on group management

STUDENT LEARNER OUTCOMES

Upon successful completion of this course, each student will be able to:

1. Understand the appropriate sequencing of motor skills acquisition based on characteristics of learners.
2. Know key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike).
3. Comprehend a variety of strategies and tactics designed to improve students, performance, teamwork, and skill combinations in games and sports.
4. Know rules, safety practices, and conditioning programs for individual sports, team sports, dance sequences, and outdoor pursuits.
5. Understand key elements of successful performance in individual and team sports.
6. Assess motivational strategies that promote participation in lifelong physical activities.
7. Decipher appropriate skills and strategies for managing student behavior.
8. Understand the role of physical activities, games, sport, and dance in the development of social skills.
9. Know the importance of cooperation, competition, collaboration, teamwork, etiquette, and sport ethics in physical activity contexts.
10. Assess various instructional resources, program models, instructional strategies, and technologies relevant to physical education.
11. Understand communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity.



12. Know the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education **Develop Instructional Skills:** Students will acquire and refine the instructional skills necessary for effective teaching in physical education settings.

TEXAS COMMISSIONER TEACHER STANDARDS

The following TEA standards will be covered in this course

- 1.3k movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force)
- 1.4k activities that promote development of locomotor, non-locomotor, body control, manipulative, and rhythmic skills;
- 1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners
- 1.6k how physical developmental changes influence motor skill acquisition and performance
- 1.10k motor learning concepts (e.g., positive transfer of learning, feedback)
- 2.5k the benefits of an active lifestyle
- 2.10k motivational strategies that promote participation in lifelong physical activities
- 3.2k appropriate skills and strategies for managing student behavior;
- 3.5k theories of motivation and educational practices that prompt students to participate in physical activity
- 3.6k principles, benefits, and limitations of various class management strategies in physical activity settings
- 3.7k factors that promote intrinsic motivation and strategies for helping students become self-motivated
- 3.8k how to organize and manage heterogeneous physical education classes to promote positive interactions and active engagement in learning for all students
- 3.10k the role of physical activities, games, sport, and dance in the development of social skills
- 3.11k the importance of cooperation, competition, collaboration, teamwork, etiquette, and sport ethics in physical activity contexts
- 3.12k the role of physical education in the development of self-management skills
- 3.14k that character and skills (e.g., leadership, conflict management) can be developed through participation in physical activities, games, dance, outdoor pursuits, and sports
- 3.15k techniques and activities for promoting self-assessment, goal-setting, and self-monitoring skills in relation to physical activity and health
- 4.1k characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning
- 4.2k the psychology of learning, including how students learn, construct knowledge, and acquire and retain skills; (Discuss, in general, different learning styles & order (gross to fine/head to foot)
- 4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development
- 4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts
- 5.1k differences in approaches to learning and physical performance, as well as instruction that uses students' strengths as the basis for growth;
- 5.3k how learning may be influenced by individual experiences, talents, and prior learning, as well as by economic, cultural, family, and community background; and
- 5.4k that all students can develop motor skills successfully and enjoy physical activity.
- 6.1k short- and long-term instructional goals, including goals based upon the Texas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels
- 6.2k various instructional resources, program models, instructional strategies, and technologies relevant to physical education
- 6.3k principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives;
- 6.4k strategies for integrating physical education concepts across the curriculum
- 6.5k principles and techniques for providing appropriate verbal and nonverbal teaching cues in physical education
- 6.6k how to provide positive, appropriate feedback to students in physical education settings



- 6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity
- 6.8k the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education
- 7.1k formal and informal assessment methods and their characteristics, advantages, limitations, and applications in physical education contexts
- 7.4k how technology can be used to analyze student progress, fitness, and performance
- 8.1k the purposes of self-reflection (e.g., developing and refining practices, self assessment, problem solving) and techniques for effective self-reflection
- 8.2k resources for professional development in physical education (e.g., journals, professional associations, conferences, Internet)
- 8.3k the characteristics of a good physical education program, as well as important state and national initiatives (e.g., Surgeon General's report on physical activity and health) and their influence on physical education content and practices
- 8.4k philosophies, trends, and issues in physical education and their effect on the goals, scope, and components of physical education programs
- 9.1k the goals and purposes of the physical education program
- 9.2k school and community resources that can aid in the development of the physical education program
- 9.3k methods and procedures for establishing and maintaining positive relations with families and community members (e.g., showing sensitivity to cultural differences, motivating the community to support physical activity and education)
- 9.4k the influence of nonschool factors (e.g., family circumstances, community settings, health and economic conditions) on learning and engagement in physical activity
- 10.1k the legal and ethical responsibilities of a physical education teacher (e.g., in relation to confidentiality, proper supervision, standard of care)
- 10.3k the inherent risks and potential liabilities associated with participation in physical activities and the methods for minimizing risk and liability
- 10.4k safety issues and procedures for physical education instruction

What teachers can do;

- 1.2s use movement concepts and principles to develop students' motor skills
- 1.4s provide developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative, and rhythmic skills
- 1.5s modify and adapt movement activities based on individual student needs
- 1.6s evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills
- 1.8s use movement concepts and principles to promote refinement of motor skills and acquisition of specific movement and sports skills
- 1.9s apply motor learning concepts (e.g., positive transfer of learning, feedback) to improve students' motor skills
- 1.10s modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations
- 1.12s provide opportunities for students to pursue individual interests and refine various movement skills
- 1.13s create and modify activities that provide practice to improve students' performance in selected skills
- 2.1s implement activities that promote student awareness of fitness concepts
- 2.2s apply knowledge of anatomy, kinesiology, and physiological principles to design and modify activities that promote fitness
- 2.4s promote student understanding of how behavior choices affect personal health
- 2.5s model and explain strategies for maintaining good health behaviors;
- 2.6s inform students and parents/caregivers about opportunities for physical activity in the school and community and the benefits of an active lifestyle
- 2.7s provide students with a variety of physical activities. (Course during which prof. teaches students how to do this when they become teachers)



- 2.9s evaluate and select appropriate activities for improving cardiovascular endurance, flexibility and posture, muscular strength and endurance, and body composition
- 2.11s teach students to assess their interests and capabilities in order to motivate participation in lifelong physical activities
- 2.13s educate students about common misconceptions and faulty practices (e.g., contraindicated exercises and body positions) related to physical activity, health, exercise, and diet
- 3.1s use instructional techniques that promote student understanding and application of rules, procedures, etiquette, and fair play in games and activities
- 3.2s model and teach appropriate skills and strategies for maintaining responsible behavior and resolving conflicts
- 3.3s teach students to use positive social behaviors (e.g., turn taking, treating opponents with respect and courtesy) in games and activities
- 3.4s motivate students to support and participate in physical activities in school and community settings
- 3.5s organize, allocate, and manage resources in the learning environment (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences and to minimize management time
- 3.6s use effective techniques and monitoring strategies to promote on-task behavior
- 3.9s use physical activities to promote social development and positive social behaviors, including sport ethics, teamwork, leadership, compassion, consideration for others, fairness, and respect for diversity
- 3.11s provide learning opportunities that promote self-management skills, including responsibility, self-control, perseverance, and the ability to manage success, failure, and challenge
- 3.13s promote students' problem-solving and decision-making skills in physical activities by analyzing causes of problems and potential solutions
- 3.14s use goal-setting procedures to promote students' ability to establish realistic short- and long-range goals for improvement and monitor students' progress in achieving those goals
- 4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts
- 4.2s assess developmental needs in all domains (i.e., physical, cognitive, social, emotional) in order to design and adapt instruction
- 4.3s recognize individual differences in growth and development and apply modified instruction
- 4.4s use contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate to students' developmental needs and characteristics
- 4.5s teach students to reflect on prior knowledge, experiences, and skills and prompt them to assume responsibility for their own learning
- 4.6s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts
- 4.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies and how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries
- 5.3s create a learning environment that respects varied talents, values, and perspectives and incorporates students' personal, family, cultural, and community experiences
- 5.4s create and modify games and activities to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity
- 6.1s design and implement appropriate instruction that is based upon the Texas Essential Knowledge and Skills (TEKS)
- 6.2s design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety
- 6.3s utilize appropriate teaching resources and curriculum materials for various purposes and objectives;
- 6.4s utilize appropriate instructional strategies based on students' developmental levels, learning needs, and program goals;
- 6.5s use demonstrations and explanations to link physical education concepts to students' experiences;
- 6.6s use and adapt activities, equipment, and movement space according to the ages, learning styles, strengths, and experience levels of students;



- 6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity
- 6.7s incorporate interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple areas
- 6.8s use appropriate verbal and nonverbal cues to promote student learning in physical activity contexts
- 6.9s apply principles of communication to help students improve movement and sports skills
- 6.10s communicate to students the importance of physical activity, health, and fitness
- 6.11s publicize opportunities for physical activity in the school and community
- 6.12s evaluate and use various types of technologies (e.g., Internet, computer databases, videos) to communicate, network, and conduct research related to physical education
- 7.1s utilize appropriate formal and informal assessment methods
- 7.2s use assessment data to make instructional decisions, monitor student progress, and motivate and promote student learning in physical education
- 7.4s interpret assessment results and communicate results to students and parents/caregivers with sensitivity
- 8.1s evaluate the effectiveness of program design for developing physically educated students
- 9.1s advocate for physical education and physical activity opportunities in the school and community
- 9.2s communicate the goals and objectives of the physical education program to parents/caregivers, colleagues, and community members
- 9.4s use community resources to enhance physical activity opportunities;
- 9.5s apply principles and procedures for consulting and collaborating with teachers, special education professionals, administrators, aides, and other colleagues to support students' learning and well-being
- 9.7s respond sensitively to signs of student distress and seek help as needed and appropriate
- 10.1s maintain appropriate records (e.g., injury reports, emergency plans, safety rules)
- 10.3s inform students, parents/caregivers, and paraprofessionals of the risks associated with physical activities and
- 10.4s organize students in games and sports appropriately, according to characteristics such as age, maturity, physical size, and levels of skill and experience
- 10.5s prepare activities appropriately and monitor them to minimize risk
- 10.6s consult appropriate sources regarding legal responsibilities and risk management issues and utilize appropriate professional development opportunities

Texas Administrative Code (TAC §228.30):

The following standards are addressed in this class.

(c) the following Subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

- (1) The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
 - (A) Professional ethical conduct, practices, and performance
 - (B) Ethical conduct toward professional colleagues; and
 - (C) Ethical conduct toward students;(TEC), §21.004(b)
- (3) Instruction regarding mental health, substance abuse and youth suicide, as indicated in the TEC, 21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
- (4) The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- (5) The importance of building strong classroom management skills;
- (6) The framework in this state for teacher and principal evaluation
- (7) appropriate relationships, boundaries, and communications between educators and students;



- (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
- (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE websites;
 - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and include resources to address any deficiencies identified by the digital literacy evaluation

COURSE EXPECTATION

Students will meet each week for three hours. Prior to each class meeting time, you will be expected to complete assigned readings (articles)/writing and assignments and to participate in questions and discussions.

COURSE POLICIES

Attendance:

The student is expected to participate in all class activities including exams and assignments. It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; Time spent on Blackboard (monitored by the professor). A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

Absence: You will have one unexcused absence without penalty. You will have 3 points deducted for each absence if you do not attend class. Students who arrive more than **15 minutes after the start of class** will be considered **absent**. You will receive an F on 3rd absence (unexcused).

Presentation Requirement: Students are required to attend and present on the scheduled presentation date. Failure to do so will result in a grade of **0**, unless the absence is due to a documented, university-approved reason and prior arrangements have been made.

Tardy: 1 point will be deducted from your total possible points for each tardy (showing up to class after the daily lesson has begun is considered a tardy)

Late Work Policy: Any assignment not submitted by the due date will be considered late and will incur a 10% deduction per day for up to three days. Assignments submitted more than three days late (on the fourth day or later) will receive a score of zero.. Late work will be accepted at the discretion of the professor and may receive partial credit.

Student Requirements: At the conclusion of the course, the A-F grades will be determined based on your total points earned throughout the semester according to the following scale:

1. **Online participation:**

- a. Students are expected to demonstrate active participation via online class discussions, assignments, and activities.
- b. Class participation is an expectation and includes being on time and ready for active engagement in online discussions.

2. **Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins to:

- a. develop an in-depth understanding of the content, and



- b. promote familiarity with concepts that will facilitate effective participation in classroom activities.
3. **Projects and Activities:** Active participation is expected in class activities to organize, plan, develop, and present projects of high quality in class in collaboration with classmates.
4. **Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and completion of individual/group assignments and projects.

Professional Dispositions: Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructors on campus and with students and teachers in school settings.

Communication Skills: All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

Efficient email Communication: Be sure to let me know which class you are referring to, what assignment or test you are addressing, etc.; in other words be sure to be specific. You can put it in the subject line. If you are writing to me and are replying to an older correspondence, *be sure to change the subject line to reflect the new correspondence!* I am teaching several classes, many at capacity, so the clearer you are the faster you will get an answer.

Netiquette: 15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source: <https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

Scholastic Integrity: As a member of an academic community, students at Texas A&M University-San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed, and be able to manage their affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility



and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University-San Antonio Code of Conduct.

Texas A&M University-San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean, and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the **Texas A&M University-San Antonio Handbook** under Academic Policies: Violations of Academic Conduct.

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

Students With Disabilities: Disability Support Services (DSS) provides innovative services for students with disabilities that empower and inspire student learning, development, and independence by facilitating equal access through reasonable and appropriate accommodations. DSS collaborates with the diverse Texas A&M University-San Antonio campus community to offer guidance, support, and advocacy promoting equality for all. For more information please call (210) 784 – 1335 or visit our website at <http://www.tamusa.edu/Disability-Support-Services/index.html>

Pregnancy, Pregnancy-Related, & Parenting Accommodations: For pregnant and parenting students: Under Title IX, a student's absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these are excused for as long as the student's doctor deems the absences to be medically necessary. When the student returns to school, the student will return to the same academic and extracurricular status as before the medical leave began. New mothers are afforded reasonable break periods during programs or activities, including classes, to express milk or nurse as necessary. For private areas of expression, visit the Title IX website at: <http://bit.ly.tamusatitleix>

Pregnant or parenting students seeking academic interim measures must complete the online Pregnancy & Parenting Information Form. Once the form is completed, a staff member from the Dean of Students office will contact students regarding their request.

MANDATORY COURSE EVALUATION PERIOD

Attendance: Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for the observance of religious holy days; or military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Dishonesty: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of an alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.



University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on a particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Sexual Misconduct: A form of sex discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal, or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent, or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo ("this for that") or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

Course Drops: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Library Support for COEHD Programs & Courses: The [A&M-SA Library](#) provides access to thousands of research and learning materials for COEHD students, faculty, and staff. These resources are mainly provided in electronic format and are accessible 24/7/365 with Jaguar log-in credentials. They include, but are not limited to, scholarly academic journals, professional publications, newspapers, ebooks, streaming video, and curated web resources. Additionally, there is a smaller physical collection, study space, and computer access available in CAB 202. Two unique physical collections housed in CAB 202 are the curriculum materials (sample textbooks, teachers' guides, activity guides, manipulatives, models, classroom reading collections, educational games, etc.) and the children's literature collection. These materials are available for checkout and can be used by students in lesson planning and their clinical school placements.

[Education Librarian Kimberly Grotewold](#) is available to assist with finding, accessing, evaluating, and effectively using relevant library resources and other information. She has developed subject, topic, and course-specific research guides that are linked into Blackboard (under Campus Resources in the left menu) and are accessible through the [Library's website](#) under the Research Guides link. If you have questions, concerns, or need help, please contact her through email at kimberly.grotewold@tamusa.edu; via phone: (210) 784-1519; or request an appointment using her [online scheduling calendar](#).

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University–San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling



In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM, Monday – Friday, to be seen by a clinician. For after-hours support, please call 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the TAMUSA grading Policy (see below):

| Letter Grade | Range | Grade Points |
|---------------------|--------------|---------------------|
| A | 90-100 | 4.0 |
| B | 80-89.99 | 3.0 |
| C | 70-79.99 | 2.0 |
| D | 60-69.99 | 1.0 |
| F | 55 & Below | 0.0 |



ASSIGNMENTS:

| Assignments | Description |
|---|---|
| <u>Advocacy Project Presentation</u> | Your task is to prepare a 15 minute (approx.) presentation to the board of education supporting the need for physical education in the San Antonio Independence School District. Each student needs to create a presentation via PowerPoint including oral presentation and then upload the presentation on Blackboard Dropbox and Discussion Board. Also each student is responsible to comment on at least 5 students' presentation (minimum word count 50). |
| <u>Tutor 240</u> | Tutoring 240 is an online education tool designed to help you prepare for the EC-12 Physical Education content exam. As part of this course, students are required to complete two quizzes for each concept and one practice test. The instructor will monitor the time each student spends on Tutoring 240, and each student is expected to spend at least one hour a week using the tool submitting a screenshot of time spend on Tutoring 240. After completing the quizzes and the practice test, please take a screenshot of your results and upload them to the designated Dropbox to verify your completion. |
| <u>Mini Teaching Presentation</u> | Three students will be a group to present a lesson for secondary PE. Each group will choose traditional sports game strategies to teach the class. The lesson should be 15 minutes long including at least 2 class activities (not including warm-up). The presentors should be at the pavilion 10 minutes before the class to prepare the lesson. |
| <u>Peer Teaching Experience</u> | An individual student is planning and present a lesson for secondary PE. <u>Lesson Plans</u> The lesson planning assignment is designed to provide you with the opportunity to create developmentally appropriate lesson plans , for secondary physical education students. The lesson plan should demonstrate your knowledge and understanding of physical education instructional methodology. |
| | <u>Peer Teaching Presentation</u> The teaching presentation is to provide opportunities to implement physical education method knowledge in an open learning environment. The presentors should be at the pavilion 10 minutes before the class to prepare the lesson. |
| <u>Text Content Knowledge Exam</u> | Two content knowledge exams will be given during the semester. The exams are based upon knowledge from the textbook and material discussed during the class sessions. |



GRADING POLICY

| Assignments/Evaluation | Percentage % |
|--|---------------------|
| Tutor 240 | 25 |
| Movement and Motor Learning Quiz | 2 |
| Movement Concepts and Biomechanics Quiz | 2 |
| Principles of Personal Fitness and Conditioning Quiz | 2 |
| Development of Health Related Fitness Quiz | 2 |
| Health and Wellness Quiz | 2 |
| Instruction and Assessment in PE Quiz | 2 |
| Learning Environment Quiz | 2 |
| Organization and Management Quiz | 2 |
| Differentiation Strategies in Planning and Practice Quiz | 2 |
| Culturally Responsive Practice Quiz | 2 |
| Data-Driven Practice and Formal/Informal Assessment Quiz | 2 |
| Practice Test | 5 |
| Mini Teaching Presentation | 20 |
| Teaching Presentation 1 | 5 |
| Teaching Presentation 2 | 5 |
| Teaching Presentation 3 | 5 |
| Teaching Presentation 4 | 5 |
| Advocacy Project Presentation | 5 |
| Peer Teaching Experience | 20 |
| Lesson Plans | 10 |
| Teaching Presentation | 5 |
| Teaching Reflection Paper | 5 |
| Textbook Content Knowledge Exams | 30 |
| Mid-Term | 10 |
| Final | 20 |



TENTATIVE SCHEDULE & ORDER OF TOPICS

| Module & Week | Themes & Activities | Readings | Assignments Due: Friday of each week |
|---------------|--|---------------------|---|
| Week of 1/20 | Course Intro | Syllabus | |
| Week of 1/26 | Developing Physically Literate Individuals | Chapter 1 | Acknowledgement of Syllabus Meet and Greet |
| Week of 2/2 | Understanding a Teaching for Learning Approach Examining Student Motivation | Chapter 2&3 | T240: Diagnosed Test: Plan to Pass Movement and Motor Learning Quiz & Screen shot of Time spent (90 m.) |
| Week of 2/9 | Mini Teaching Presentation | | T240: Movement C. and Biomechanics Quiz & Screen shot of Time spent (130 m.) |
| Week of 2/16 | Standard 1 & 2 | Chapter 4&5 | T240: Movement A. & Sports Quiz & Screen shot of Time spent (170 m.) |
| Week of 2/23 | Standard 3,4, & 5 | Chapter 6,7, &8 | T240: Principles of Personal F. & C. Quiz & Screen shot of Time spent (210 m.) |
| Week of 3/2 | Midterm | Chapter 1,2,3, 4 &5 | T240: Development of Health Related Fitness Quiz & Screen shot of Time spent (250 m.) |
| Week of 3/9 | Spring Break | | |
| Week of 3/16 | Planning Developmentally Appropriate Content Developing Essential Teaching Skills Assessing Student Learning | Chapter 10 &12 | T240: Helth and Wellness Quiz & Screen shot of Time spent (290 m.) |
| Week of 3/23 | Mini Teaching Presentation | | T240: Instruction & Assessment in PE Quiz & Screen shot of Time spent (330 m.) |
| Week of 3/30 | Curriculum Models Unit & Lesson Planning | Chapter 9 & 11 | T240: Learning Environment Quiz & Screen shot of Time spent (370 m.) Advocacy Project |
| Week of 4/6 | Mini Teaching Presentation | | T240: Organization and Management Quiz & Screen shot of Time spent (410 m) |
| Week of 4/13 | Peer Teaching Presentation | | T240: Differentiation Strategies in Planning and Practice Quiz & Screen shot of Time spent (450 m.) |
| Week of 4/20 | Peer Teaching Presentation | | T240: Culturally Responsive Practice Quiz & Screen shot of Time spent (490m) |
| Week of 4/27 | Peer Teaching Presentation | | T240: Data-Driven Practice and Formal/Informal Assessment & Screen shot of Time spent (530m) |
| Week of 5/4 | Comprehensive Final Exam | | Practice Test Teaching Reflection |

Note: This information is designed to help the course run smoothly. The instructor reserves the right to make additions and adjustments as necessary.