

**Prairie View A&M University  
Whitlowe R. Green College of Education  
Department of Curriculum and Instruction  
ECED 3013 Health, Motor, and Physical Development**

**Graduate Certified**

**TEXES Tough**

**Instructor: Vonda Oliver, M. Ed.**  
**Office Phone: (936) 261 - 3403**  
**Email: vdoliver@pvamu.edu**  
**Office Hours: 9:00 a.m. – 2:00 p.m. M/ W**  
**9:00 a.m. – 9:20 a.m. T/ TR**  
**(May also be scheduled in advance)**  
**Office: Wilhelmina Fitzgerald Delco, 318**

**Course Location: Wilhelmina Fitzgerald Delco, Building, 327**

**Class Meeting Days & Times: T/ TR 9:30 a.m. – 10:50 a.m.**

**Course Overview: (3 credit hours). The purpose of this course is to introduce students to the examination of the nature and development** Fundamentals of health/motor/physical stages and characteristics of development in early childhood with emphasis on health problems common during early childhood; health and safety practices for young children; includes special needs related to young children.

**Access to Learning Resources:** PVAMU Library:  
phone: (936) 261-1500;  
web: <http://www.tamu.edu/pvamu/library/>  
University Bookstore:  
phone: (936) 261-1990;  
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Required Texts and Other Instructional Materials:**

Robertson, C. Safety, Nutrition, & Health in Early Education (5<sup>th</sup> Ed.) (2012). Wadsworth Publishing.  
**ISBN-13:** 978-1111832520

Johnson S. (2010). The Present. Broadway Book Publishing. ISBN 978 – 0 – 307 – 71954 – 6.

**2. Texas Essential Knowledge and Skills:**

- **Texas Essential Knowledge and Skills for Kindergarten**  
<http://www.tea.state.tx.us/index2.aspx?id=6148>
- **Texas Essential Knowledge and Skills for Grade 1**  
<http://www.tea.state.tx.us/index2.aspx?id=6148>
- **Texas Essential Knowledge and Skills for Grade 2**  
<http://www.tea.state.tx.us/index2.aspx?id=6148>

- **Certify Teacher**            [www.certifyteacher.com](http://www.certifyteacher.com). Access this site for PPR practice questions.
- **The Iris Center at Vanderbilt University**            [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu). At this website you will be able to access the following Required Case Study Module Downloads:
  - **Effective Room Arrangements**
  - **Norms and Expectations**
  - **Encouraging Appropriate Behavior**
  - **Fostering Student Accountability for Classroom Work**
  - **Measuring Behavior**
- **State Board for Educator Certification) (SBEC) Guide**            <http://www.sbec.state.tx.us>. This website will allow you to access and download the Pedagogy and Professional Responsibilities EC-12 Test Preparation Manual. Other test support materials are also available at this site, including: Test Tips Guide; Reducing Test Anxiety Guide

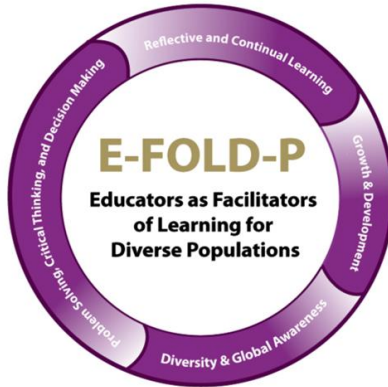
3. Recommended Text:

Sayre, N.E. & Gallagher, J.D. (2001). *The Young Child and the Environment: Issues Related to Health, Nutrition, Safety, and Physical Activity*. Boston: Allyn and Bacon. ISBN: 0205302939

**Recommended Journals**

Young Children  
 Language Arts  
 Day Care and Early Education  
 Children Today  
 First Teacher  
 Early Years  
 Journal of Research in Childhood  
 Texas Child Care Quarterly  
 Pre-K Today  
 Reading Teachers  
 Childhood Education  
 Theory into Practice

**Professional Education Unit**  
**Conceptual Framework**



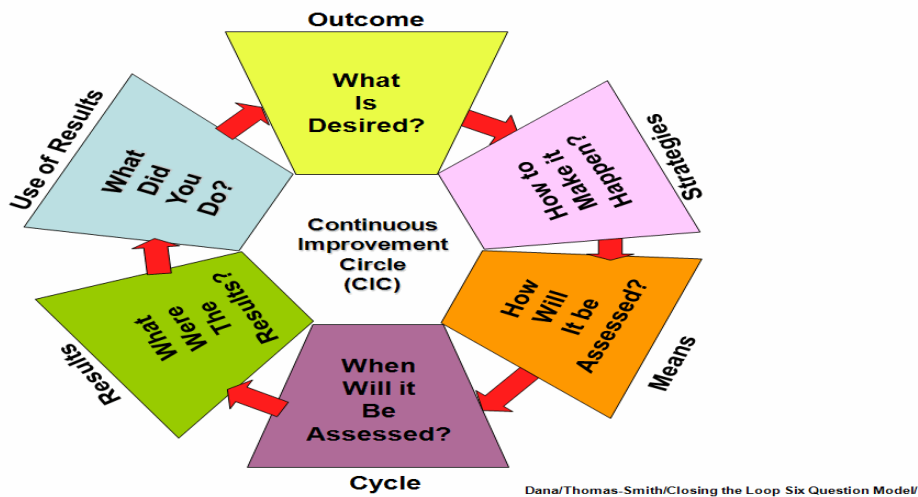
**Educator as Facilitator of Learning for Diverse Populations**  
**(E-FOLD-P)**

The conceptual framework model, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), supports the major goals of the Teacher Education Unit.

E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- problem solvers, critical thinkers, and decision makers;
- reflective and continual learners who utilize effective teaching practices;
- facilitators of student growth and development, by precept and example; and
- educators with understanding and appreciation of human diversity and global awareness.

**Quality Without Compromise**  
**Closing the Loop**  
**The Six Question Model at Prairie View A&M University**



**Course Objectives:****Upon completion of this course, the candidate will:**

1. Identify developmentally appropriate materials and experiences which encourage cognitive growth.
2. Understand how dramatic play experiences provide opportunities for fostering cognitive growth.
3. Understand theories of cognitive development including major characteristics of theories of cognitive development.
4. Explain the process of how children learn to move and provide information and knowledge, which will help when teaching motor skills.
5. Provide physical activities with necessary modifications for special populations.
6. Provide an overview on human wellness and discuss the importance of good practice.
7. Present methods and strategies that can be used to incorporate movement and creative rhythmic activities into physical fitness program.
8. Analyze safety practice for children engaged in physical activities.
9. Analyze current trends in the incidence of contagious diseases in the world.
10. Understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
11. Understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
12. Demonstrate an understanding of guidelines for ethical research with children.
13. Apply developmental theories by engaging in systematic observations and practice of activities that stimulates reflective and critical thinking.
14. Demonstrate an understanding of developmental processes (cognitive, emotional, physical, social, etc.) as they apply to children in school.
15. Discuss the main theoretical frameworks and controversies within which knowledge is constructed in this field.

**Educator Preparation Standards Addressed:** Great care has been taken to assure students that the subject matter of this course is authoritative and consonant with the State Board for Educator Certification. The content of this course is specified in the form of standards that subsume objectives calling for knowledge, application, and dispositions. You should become familiar with these statements, which should guide you in your quest for learning. These objectives have been selected to equip you to teach the Texas Essential Knowledge and Skills (TEKS) curriculum. TEKS can be downloaded from <http://www.tea.state.tx.us/index2.aspx?id=6148>, the Texas Education Agency website.

The full text of these competencies can be found on the SBEC web site <http://www.sbec.state.tx.us>

The standards covered in this class are as follows:

HEALTH GENERALIST EC-6 STANDARDS	PHYSICAL EDUCATION GENERALIST EC-6 STANDARDS	MUSIC GENERALIST EC-6 STANDARDS
<p>Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.</p> <p>Standard II. The health teacher communicates concepts and purposes of health education.</p> <p>Standard III. The health teacher plans and implements effective school health instruction and integrate health instruction with other content areas.</p>	<p><b>Standard I.</b> The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.</p> <p><b>Standard II.</b> 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.</p> <p><b>Standard III.</b> 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.</p> <p><b>Standard IV.</b> The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.</p> <p><b>Standard V.</b> The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.</p> <p><b>Standard VI.</b> The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.</p> <p><b>Standard VII.</b> The physical education teacher understands and uses formal and informal assessment to promote students' physical,</p>	<p><b>Standard V.</b> The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.</p> <p><b>Standard VII.</b> The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.</p> <ul style="list-style-type: none"> <li>• 7.11k the value of and techniques for integrating music instruction with instruction in other subject areas*;</li> <li>• 7.11s help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music*;</li> </ul>

ART GENERALIST EC–6 STANDARDS		THEATRE STANDARDS
<p><b>Standard I.</b> The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.</p> <p><b>Standard II.</b> The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.</p> <p><b>Standard III.</b> The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.</p> <p><b>Standard V.</b> The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment.</p>	<p>cognitive, social, and emotional development in physical education contexts.</p> <p><b>Standard VIII.</b> 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.</p> <p><b>Standard IX.</b> The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.</p> <p><b>Standard X.</b> 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.</p>	<p><b>Standard I.</b> The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre.</p> <p><b>Standard II.</b> The theatre teacher understands and applies skills for creating, utilizing, and/or performing dramatic material.</p> <p><b>Standard III.</b> The theatre teacher understands and applies skills for producing and directing theatrical productions.</p> <p><b>Standard IV.</b> The theatre teacher understands and applies knowledge of design and technical theatre.</p> <p><b>Standard V.</b> The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.</p> <p><b>Standard VI.</b> The theatre teacher understands and applies skills for responding to, analyzing, and evaluating theatre and understands the interrelationship between theatre and other disciplines.</p>

**NAEYC Standards Addressed:**

1. Promoting Child Development and Learning
  - 1a: Knowing and understanding young children’s characteristics and needs.
  - 1b: Knowing and understanding the multiple influences on development and learning.
  - 1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments.
  
2. Building Family and Community Relationships
  - 2a: Knowing about and understanding family and community characteristics.
  - 2b: Supporting and empowering families and communities through respectful, reciprocal relationships.
  - 2c: Involving families and communities in their children’s development and learning.

3. Observing, Documenting, and Assessing to Support Young Children and Families
  - 3a: Understanding the goals, benefits, and uses of assessment.
  - 3b: Knowing about and using observation, documentation, and other appropriate assessment tools.
  - 3c: Understanding and practicing responsible assessment.
4. Teaching and Learning
  - 4a: Knowing, understanding and using positive relationships and supportive interactions
  - 4b: Knowing, understanding and using effective approaches, strategies, and tools for early education.
5. Becoming a Professional
  - 5a: Identifying and involving oneself with the early childhood field
  - 5b: Knowing about and upholding ethical standards and other professional guidelines.

### **Course Content Outline:**

- I. Introduction to Early Childhood Education
  - A. Early Childhood Education and Developmentally Appropriate Practice
  - B. Family, School, and Community Partnerships
  - C. Assessment
  - D. Planning the Curriculum
- II. Personal and Social Development
  - A. Appreciating Differences
  - B. Myself and Others
- III. Aesthetic and Creative Development
  - A. Music and Movement
  - B. Creativity, Art, and Dramatic Activities

### **Classroom Management Policies**

#### **Classroom Rules**

- Be punctual.
- Be prepared.
- Complete all assignments.
- Respect all classmates, administrators, faculty, and staff members.

#### **Attendance:**

Attendance and punctuality are required. Candidates are expected to notify the instructor if they are unable to attend class, will arrive late, or depart early. **Please note that only absences defined by the university as excused will be considered excused absences.** Students arriving to class one minute after the scheduled class beginning time will be considered a late arrival. Leaving class before dismissal by the instructor is considered an early departure. **Students will be given a DOT at the beginning of each class period. Failure to report to class on time will result in an automatic zero.**

An attendance roster will be available at the beginning of each class. Any candidate who does not sign the roster will be considered absent. Candidates arriving to class late are required to see the instructor after class to sign the roster. **Please note that it is the sole responsibility of the candidate to sign the roster. There will be no exceptions made.** Please note that attendance is defined as present **and** participating in class discussions and activities. Candidates will receive a Final letter grade deduction for excessive tardies, early departures, and/ or absences. **Food and drinks are prohibited in class.**

### **Class Participation Policy**

- Students are expected to come to class prepared, having read required reading assignments.
- Students will be expected to participate and contribute to the overall success of group activities, discussions, and/or class presentations both online and in class.
- Consistency and quality in small-whole group activities as well as consistency and quality of interactions with your peers, mentor teachers, and the course instructor will be considered in determining student's professionalism.
- The effort you make and the quality of the preparation you make is also part of professionalism.
- Students will be required to sign a professionalism statement and a statement verifying that the course syllabus was read and understood.
- All concepts and assignments will be explained as thoroughly as possible in class. Written directions and rubrics will be provided for all assignments. However, it is possible that even with class instruction, written directions, and evaluative rubrics, questions may still arise or expectations may be unclear. If students do not understand assignment directions or any other aspect of the course, it is expected that students will personally and individually contact the course instructor immediately and get clarification of expectations. This may mean setting up an appointment to meet with the course instructor outside of the class period of clarification is unable to be achieved via email or telephone conversation. Discussing assignments with classmates may not provide students with accurate information.
- If the course instructor requests that a student make an appointment with her to discuss classroom issues, this is a requirement. Failure to discuss issues at the course instructor's request will be considered to be unprofessional. The student will not earn professionalism points for any future classes until the conversation has occurred.

### **McKinney-Vento Act (Federal Law) 2011**

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.



### **Professional Conduct and Dress Code:**

To ensure that each candidate is abreast of professionalism in its entirety, "Professional days" will be implemented into this course and calculated as a major grade. A description of what is required will be described and requested by the course instructor. Female candidates please note that all pants, skirts, or dresses must be no shorter than knee length. Male candidates must wear long trousers, shoes that enclose the entire foot, and dress socks. A long or short-sleeved collared shirt must be worn with a tie. Do not wear shorts, jeans, athletic wear, t-shirts with any writing, cargo pants, halter-tops, or tank tops. Midriffs must not be exposed. Undergarments must be concealed at all times. Shoes should be comfortable, but flip-flops and athletic shoes are prohibited. Earrings and other jewelry should be kept at a minimum. **All tattoos, body art, and/or body piercing(s) must be covered. If the instructor at any time deems a candidate's attire inappropriate the candidate will be sent home and marked absent.**

### **Late Work Policy**

All assignments, including assignments submitted electronically, are due on the date indicated in the course calendar **at the beginning of class**. Late assignments will not be accepted. **Please note that incomplete work will under no circumstance be accepted and that such work will automatically receive a failing grade.**

### **Submitting Assignments using Web CT**

Unless otherwise noted all assignments are to be submitted using the "Assignment Tool" within Web CT, candidates must also provide a hard copy of the assignment to the instructor. If a candidate does not provide hard copy of the assignment ten points will be deducted. **Assignments not submitted through any other medium will not be graded (do not e-mail your work to my university account).** The assignment tool can be accessed using the "Assignments" link on the Course Menu.

Please refer to the course calendar for assignment due dates. **Candidates must upload and submit assignments before the due date and time in order to receive a grade.**

Your document(s) must be formatted as follows:

- A. Font - 12 pt. Times New Roman.
- B. Double Spaced
- C. Left Justified Only
- D. All margins are to be one inch
- E. Assignments must include a header with the candidate's name and assignment name and page number on each page of the document. Most word processing programs allow you to insert headers and page numbers.

**Any written assignment that does not adhere to any of the aforementioned criteria will receive a ten point reduction in the assignment final grade. Documents that are single spaced will not be graded and will automatically receive a failing grade.**

Written Assignments must be submitted as a **Microsoft Word** document. This is the only format the instructor can access. **Assignments submitted in any other format will not be graded.** Please note, it is the sole responsibility of the candidate to ensure the Microsoft Word document has been attached to his/her submission. The instructor will not assume the responsibility of checking to ensure candidates have attached documents to their submissions before the assignment due date. **If a candidate neglects to attach the proper document when submitting the written assignment said candidate will receive a zero for that assignment. Late attachments will not be accepted.**

**Please plan accordingly to allow sufficient time to submit your work as acts of nature, power outages, computer viruses, computer malfunctions, and etc. will not be considered acceptable excuses for work being submitted late. Late assignments will not be graded.**

### **Electronic Communications**

**If you wish to ask a question that will take more than two minutes for the instructor to formulate an answer, e-mail is not the appropriate form of communication.** You will be advised to schedule an appointment during office hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). **I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following *my receipt* of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.**

E-mail communications are electronic forms of letters. Being such, your communications must have a greeting and a closing. E-mail communications without these components may not be answered.

### **Standing in Class**

If at any time you desire to know where you stand in terms of a grade please reference your graded work and the evaluation weighting section of the course syllabus. If you need additional assistance make an appointment to see the instructor during office hours and bring your grade calculations with you. **Please note: the instructor is not required to inform you if you are in danger of failing the course and/or advising you to withdraw from the course. This is the sole responsibility of the candidate.**

### **University Rules and Procedures**

#### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

## NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams

Title: Equal Opportunity Compliance Officer/Title IX Coordinator

Institution: Prairie View A&M University

Office of Student Affairs & Institutional Relations

Address: P.O. Box 519: MS 1107

A.I. Thomas Building, St 013

Prairie View, Texas 77446

Telephone: 936-261-2123

Fax: 936-261-2138

Email: [rwilliams@pvamu.edu](mailto:rwilliams@pvamu.edu)

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman

Title: Administrator for Diagnostic Testing and Disability Services

Institution: Prairie View A&M University

Email: [kfnorman@pvamu.edu](mailto:kfnorman@pvamu.edu)

### **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

### **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**Technical Considerations for Online and Web-Assist Courses**

**Minimum Hardware and Software Requirements:**

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

**Electronic devices: (Courtesy and respect)**

- Devices, including cell phones and laptops, which produce noise or are otherwise distracting, are not to be operated during classes. This means NO TEXTING during class. Cell phones and pagers should be turned off or silent mode and put away. They should not be visible to the course instructor during class.

**Instructional Activities & Assessments:**

**Brief Description of Assignment & Distribution of Points:**

<p><b>Professionalism:</b> In order to earn points for <b>professionalism</b> for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. The students will be required to report to class in “professional dress attire”. Guest speakers - automatically requires “Professional dress day” attire (which may not be on the syllabus).</p>	<p>100 points</p>
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<p><b>Participation:</b> In order to earn points for <i>participation</i> for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. If you are not here you are not here. The participation activities will be a variety of small tasks to be completed in class and/or some may require some out-of-class time preparation.</p>	100 points
<p><b>Tests:</b> Covering assigned textbook, outside reading, and TExES Domains and Competencies Generalist EC- 6.</p>	200 points each
<p><b>Certify Teacher:</b> Will be submitted electronically each Wednesday. The first exam will be combined with participation and the actual grade. The remaining exams will be solely based on test scores. <b>Students are also required to spend 5 hours weekly on Certify Teacher. The instructor will conduct random evaluations for verification. Exams assigned and study hours are a requirement and will be calculated in the mid and final semester grade.</b></p>	100 points each
<p><b>Thematic Interdisciplinary/ IREAD Presentation:</b> Create a 15-minute, visual presentation of the thematic unit plan for presentation to the class using a tri-fold or in PowerPoint Slide format. Include Written &amp; Illustrated Project, examples of materials used in lesson plans, etc. Bulletin board illustrations will be posted on the assigned wall in the Whitlowe R. Green College of Education Building (each group will be assigned to complete a bulletin board activity as a class project). <b>This project must include a bulletin board based upon the TEKS/ TExES competency (assigned), a semester IREAD.</b></p>	300 points each
<p><b>Professional Portfolio:</b> Each student will be required to maintain a portable professional filing system Of the TExES Generalist EC - 6 Domains and Competencies. A sample will be modeled by the instructor. <b>This portfolio will also include the TExES term specified in Domains and Competencies discussed in this course.</b></p>	200 points each
<p><b>Electronic Journal:</b> This portfolio will also include an electronic journal that will describe the goals, processes, and outcomes to the following: 1). A better you, 2). The betterment of my students, and 3). A better school community. Each Journal will be presented in a Power point and presented as a health plan in the categories listed. The health plan must specify physical, emotional, and social needs. The students will conduct their research based upon the school and community assigned by the instructor.</p>	100 points each

<b>DOTS:</b> Daily Oral TExES reviews will be given, reviewed, and submitted each class (exceptions: class presentations, test, and days included by the instructor).	100 points
<b>Requested Documentation:</b> Each student will be required to download and print copies of requested documentation by the instructor (TEKS objectives, STARR information, and etc.).	100 points each
<b>TExES Independent Study:</b> Each student will be required to spend 5 hours per week on <a href="http://www.certifyteacher.com">www.certifyteacher.com</a> . Each student will be required to submit documentation to their instructor every Tuesday. Study hours are a requirement and will be calculated in the mid and final semester grade.	200 points

**Grading Scale:**

<b>A</b>	<b>90-100% of total points</b>
<b>B</b>	<b>80-90% of total points</b>
<b>C</b>	<b>70-79% of total points</b>
<b>D</b>	<b>60-69% of total points</b>
<b>F</b>	<b>50-59% of total points</b>

**Drop/Add/Withdraw:** It is the student’s responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an “F” as the semester grade.

**Syllabus subject to change:** While every effort has been made to make the syllabus and attachments as complete as possible, the professor reserves the right to make changes in any assignments, assessments, due dates, content, and/or test dates, or any other element of the course. Events beyond the control of the professor could occur resulting in changes or modifications to any aspect of the course or materials. If any such changes are made, students will be informed as soon as possible. *It is the student’s responsibility to keep up with any changes to the calendar if there is the need for such changes.*

**Guests:** Guests, children, and pets are prohibited.

**Course Calendar**  
**ECED 3013 Health, Motor, and Physical Development**

**Class Time:** T/ TR 9:30 a.m. – 10: 50 a.m.      **Room:** Delco 327

**Instructor:** Vonda Oliver, M. Ed., M. A.      **Office:** Delco 318  
**Phone:** (936) 261 – 3403

This course calendar is subject to change.

<b>Date</b>	<b>Topic</b>	<b>Reading Assignments Due</b>	<b>Assignments Due</b>
1.15	Welcome Review Course Syllabus Certify Teacher TExES/ Course Requirements		
1.17	DOTS Global Issues and Concerns	TExES Domains/ Competencies Portfolio Documentation Chapter Review Class Activity and Discussion Lesson Plan Structure	Course Syllabus Contract Class Activity <b>PD</b>
1. 22	Global Issues and Concerns  Certify Teacher TExES/ Course Requirements DOTS	TExES Domains/ Competencies Chapter Review Portfolio Documentation Class Activity	TEKS/ TExES ALL STUDENTS MUST ATTEND THE STUDENTASSEMBLY IN PD ATTIRE – ATTENDANCE WILL BE TAKEN FOR A GRADE Certify Teacher Exam 1 due Jan. 23 (8:00 p.m.)
1. 24	<b>General Assembly</b>	General Assembly	Attendance
1.29	<b>Pre - Test</b>	Pre - Test	Pre - Test
1.31	Developmentally Appropriate Foundations TExES/ Course Requirements DOTS	Chapter Review Class Activity	<b>Professional Portfolio 1</b>
2. 5	Developmentally Appropriate Foundations Certify Teacher TExES/ Course Requirements DOTS	Chapter Review Class Activity Portfolio Documentation	Certify Teacher Exam 2 due Feb. 6 (8:00 p.m.)
2. 7	Nutrition and Environmental Health Test Certify Teacher TExES/ Course Requirements	Chapter Review DOTS Portfolio Documentation Class Activity Lesson Plan Review	Presentations “ <b>A Better Me</b> ”

2.12	Nutrition and Environmental Health Practice DOTS Video	Chapter Review Portfolio Documentation Class Activity	<b>PD Presentations</b> “ A Better Me”
2.14	Physical Fitness  DOTS	Chapter Review Portfolio Documentation Class Activity	Review (Portable Portfolio must be completed) – All Domains and competencies for Content EC – 6 Generalist <b>Presentations</b> “ A Better Me” <b>PD</b>
2.19	Physical Fitness DOTS	Portfolio Documentation Class Activity	Certify Teacher Exam 3 due Feb. 13 (8:00 p.m.)
2.21	Physical and Motor Development DOTS	Chapter Review Summarization Class Activity Portfolio Documentation	<b>PD</b>
2.26	Movement Development Creative Development a. Free Play b. Dramatic Play c. Art Opportunities d. Music Activities e. Teacher Role DOTS	Chapter Review TEExES Domains/ Competencies Class Activity Portfolio Documentation Creative Development a. Free Play b. Dramatic Play c. Art Opportunities d. Music Activities e. Teacher Role DOTS	
2.28	Movement Development Creative Development a. Free Play b. Dramatic Play c. Art Opportunities d. Music Activities e. Teacher Role DOTS  DOTS The betterment of my students	Chapter Review Class Activity Portfolio Documentation	<b>PD Presentation</b> “The Betterment of My Students”
3.5	Movement Programs  DOTS	Chapter Review Class Activity Portfolio Documentation	Certify Teacher Exam 4 due Feb. 27 (8:00 p.m.) <b>Presentation</b> “The Betterment of My Students”



3.7	Test	TEExES Review	
3.12 3.14	Spring Break	Spring Break	Spring Break
3.19	Developing Healthy Lifestyles DOTS	Chapter Review Portfolio Documentation	Certify Teacher Exam 5 due Mar. 5 (8:00 p.m.)
3.21	Developing Healthy Lifestyles DOTS	Chapter Review Portfolio Documentation	<b>PD Professional Portfolio 2</b>
3.26	Job Fair	Job Fair	Attendance
3.28	Professional Portfolio Review DOTS	TEExES Review Portfolio Documentation Professional Portfolio Mid - Term	Certify Teacher Exam 6 due Mar. 20 (8:00 p.m.)
4.9	Parents and Partnerships TEExES Review TEExES Domains/ Competencies DOTS	Chapter Review TEExES Review TEExES Domains/ Competencies Portfolio Documentation	
4.11	Parents and Partnerships TEExES Review TEExES Domains/ Competencies DOTS	Chapter Review TEExES Review TEExES Domains/ Competencies Portfolio Documentation	
4.16	Movement Development TEExES Review TEExES Domains/ Competencies Chapter Review DOTS	Chapter Review TEExES Domains/ Competencies Portfolio Documentation	Thematic Interdisciplinary Unit Presentations Bulletin boards are due <b>PD</b> – On date of presentation Certify Teacher Exam 7 due Apr. 3 (8:00 p.m.)
4.18	<b>Post - Test</b>	<b>Post - Test</b>	<b>Post - Test</b>
4.23	TEExES Review TEExES Domains/ Competencies Chapter Review	Chapter Review Portfolio Documentation TEExES Review TEExES Domains/ Competencies	<b>Presentation “ A Better Community” PD</b>
4.30	Exit Interviews	Exit Interviews/ BB Review	<b>“ A Better Community”</b>
5.2	<b>Final Professional Portfolio</b>	<b>Final Professional Portfolio Review</b>	<b>Professional Portfolio 3Final</b> Review (Portable Portfolio must be completed) – All Domains and competencies for Content EC – 6 assigned