Course Syllabus

COLLEGE OF EDUCATION

Learn Lead Inspire Transform

Course Syllabus Spring Semester, 2014

I. Course Title: Health and Physical Education for the Child

Course Prefix and Number: HLP 4722

On-line Course

II. Instructor:

Frank Childress E-mail: fchildress67@gmail.com

Phone: 863-712-5687

Available Mon.-Fri. 5pm-8pm

Course Prerequisite:

None

III. Course Description

The course helps elementary education majors understand the health, psychomotor, growth and developmental needs of children so that they may best plan and conduct safe and healthy
learning experiences. They also learn the role of the classroom teacher in the total school health program by providing health services, healthy environments and health instruction.

NOTE: This is an online course with several different sections. All coursework and correspondence is completed online using Blackboard. There are required readings. Students will access required readings by logging on and paying the required electronic textbook fee.

IV. Course Topic and Objectives

As a result of this course, student will be able to:

1. Understand the importance of physical education to the total elementary school curriculum.

   1. Explain the goals of physical education and be able to justify the inclusion of physical education in the elementary schools curriculum.
   
   1. Describe the physical education curriculum models commonly used in elementary schools.
   
   1. Identify the classroom teacher’s role in supporting the elementary school’s physical education program and discuss ways of integrating physical education content with other academic areas.

   2. Understand how children develop motor skills.

   1. Explain how principles of learning apply to the motor skill development of Children.
1. Explain how principles of growth and development apply to the motor skill
development of children.

1. Apply the principles of learning and the developmental characteristics of
young children to effective instructional practices in physical education.

3. Understand the importance of creating a learning environment that is appropriate
for achieving the objectives of elementary school physical education for all students.

   a. Design or modify the learning environment to comply with the physical
      education teaching philosophy.
   b. Design or modify the learning environment to accommodate diverse
      populations in achieving lesson objectives.

1. Understand the importance of health education to the total elementary school
   curriculum.

1. Explain the role of lifestyle habits in the total well-being of the child and the
   importance of early intervention in lifestyle-related diseases and health
   conditions.
   b. Design learning experiences to help children establish healthy or change of
      unhealthy lifestyle habits.
5. Understand the role/responsibilities of the classroom teacher in the total school health program.

   a. Describe the health services provided to children by the classroom teacher.
   b. Summarize the ways a classroom teacher provides a learning environment that is safe and healthy.
   c. Design the health instruction scope and sequence matrix for elementary school health instruction.
   d. Identify the health knowledge, practices and attitudes necessary for children to adopt healthy living into their lifestyle

V. Textbook(s)

For this course an electronic textbook has been created made up of chapters from two textbooks, one in physical education and one in health education. Students will be notified as to how to access the electronic text. How to access the text is also located in announcements on Canvas.

VI. Essential Assignment: Health Lesson Plan Project # 1

The power point lesson should be uploaded to the Canvas to both Discussion Health and under the assignment menu Health Project.

In the first five chapters of the eBook, you have plenty of information regarding Health content. Your assignment is to take one of these topics mental healths, social health, alcohol, tobacco, drugs, diseases, safety and the six categories of risk behaviors and create a power point lesson that you will be able to share with your students in the classroom. The audience for the lesson is your future classroom of students. Please do not focus this project on any information related to Fitness and / or physical education as your second project will have this objective in mind.

Please indicate the age group you are focusing on… 5th grade, or 2nd grade, for example… you can indicate age group on your first slide, the title slide. The title slide should have the title of
the lesson/presentation, your name, and the age group you are focusing on. It can be 1st/2nd, or 2nd/3rd, or 4th/5th, or you could go with K-3 or 3-6, you decide.

The lesson plan will be your last two slides utilizing the format located in course documents. The lesson plan is a guide to understanding what is being taught. Make sure the lesson matches the lesson plan. Example: if you have a dance in the activity of the lesson plan then teach the dance in the previous power points.

You should create a presentation that is between 10-20 slides long, including the title slide and the lesson plan slides. You will create a graphic lesson for the students, with colorful background, clip art and other graphics to enhance the presentation. You should also have one hot link to a website and a physical activity that will be part of your lesson. The text of the slides should be appropriate for your identified age group and topic.

For example, an entire presentation on the food guide pyramid and the traditional, long haul approach to eating that the FDA recommends, covering the food groups, sample daily menus, poor food choices, etc… interesting website examples to include in your lesson: http://kidshealth.org/kid/recipes/index.html or http://mypyramid.gov/kids/

Do not create a power point lesson on nutrition it is not on the topic list.

You could walk the students through an easy recipe they could all make in the classroom, perhaps, as part of the lesson. This power point lesson presentation is meant to be something you can take with you to your new classroom and use as you help present this important nutrition-related content to your students. A rubric is provided in your course documents so that you will know the quality of the content and what should be included in your project.

**Essential Assignment: Physical Education Lesson Plan Project # 2**

The power point lesson should be uploaded to the Canvas to both Discussion PE and under the assignment menu PE Project.

In your text, you have read plenty of information about the benefits of regular physical fitness activity, and physiological components of the body. Your assignment is to take one of these topics: component of fitness, integrated game, cooperative game, or an inclusive game and create a power point presentation with a lesson plan that you will be able to share with your students in the classroom. **The audience for the presentation is your future classroom of students.**

Please indicate the age group you are focusing on… 5th grade, or 2nd grade, for example… you can indicate age group on your first slide, the title slide. The title slide should have the title of the lesson/presentation, your name, and the age group you are focusing on. It can be 1st/2nd, or 2nd/3rd, or 4th/5th, or you could go with K-3 or 3-6, you decide.
The lesson plan will be your last two slides utilizing the format located in course documents. The lesson plan is a guide to understanding what is being taught. Make sure the lesson matches the lesson plan. Example: if you have a dance in the activity of the lesson plan then teach the dance in the previous power points.

You should create a presentation that is between 10-20 slides long, not including the title slide or the lesson plan slides. You will create a graphic presentation for the students, with colorful background, clip art and other graphics to enhance the presentation. You should also have one hot link to a website and a physical activity that will be part of your lesson. The text of the slides should be appropriate for your identified age group.

For example, you could do an entire presentation on the cardio respiratory system, covering the heart and lungs and circulation, and then how to check heart rates. You can use the ‘quick lessons’ from the chapter to get information in addition to the main content provided in the chapter. One website that has a calculator for determining target HR, for example: http://www.mercy.net/healthtools/hrtrate.asp

You could walk the students through checking their resting HR and then go to the website to practice calculating different students’ target HR ranges. This power point lesson presentation is meant to be something you can take with you to your new classroom and use as you help present this important content to your students. Of course, depending on what age group you actually teach, you will be able to modify your lesson/presentation as needed. A rubric will be provided so that you will know the quality of the content and what should be included in your project. Make sure that you construct your presentation so that everyone understands what the student is to learn from viewing the PowerPoint.

Additionally, in this lesson the activity needs to be the focus. It needs to be a physical activity where students are moving or exercising. For example, a lesson on throwing, using a game of basketball w/out dribbling only throwing and catching and no moving w/ the ball.

***Do not use a template that GUIDES YOUR THINKING found on the internet. Templates that provide you with “décor” are acceptable; however, you are required to provide your personal visual touch and ALL TEXT for this project. A template providing guiding text will not be accepted.

**Essential Assignment: Final Project Physical Education Lessons Plan with Technology**

**PE Central** is the one of the best Web sites for health and physical education teachers, parents, and students. Their goal is to provide the latest information about developmentally appropriate physical education programs for children and youth. The purpose of this project is to familiarize
future classroom teachers with the site and all of the useful information that is available to beginning teachers. The site can be located at the following URL: http://www.pecentral.org. Your assignment is to answer each of the questions and then write a lesson plan for each question. All lesson plans are for Physical education lessons. Then record your lesson plans in one word document. The document can then be submitted in Blackboard in the assignment menu for assessment by the course instructor. This assignment requires the same lesson plan format as the prior projects. However, you are expected to be detailed enough so that any teacher may use your plans effectively. Be creative!!!!

Make sure your name is on your document.

1. Click on the content tab “class management” on the navigation bar. Go to the section, Main then “Creating a Positive Climate for Learning”, and click on “Tips for beginning teachers.” Review the tips that you believe you might use in a PE setting and write a lesson plan utilizing one or more of the tips.

2. Go to Class management then to “view all classroom management lessons” and then to sort by grade level “Grades 3-5.” Review lessons and examining how well you think the ideas would work. Take one lesson and make it your own. (Change it to improve the lesson). Write a new lesson plan. List the name of the old lesson you chose and provide your changes in the color blue.

3. Go to S&S PE Superstore and look at the equipment. If you had $50 set aside to purchase equipment to use in your classroom to help children develop physical skills what would you purchase? List the items and prices and then write a lesson plan utilizing what you just purchased.

4. Go to the PE Central Media Center, and then click on PE Videos. Scroll down to find Active Gaming and click on Exergaming Vision. Watch this short video and then write a lesson plan using exergaming. Please be creative and realistic.

5. Examine Activity Energizers for the Classroom located in course documents.

Create an activity energizer of your own in lesson plan format.

VII. CANVAS USE:

The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for (add specific information to your course).

Information on how to use Canvas is available at:

http://www.usfsm.edu/infocommons/students.php
VIII. Grading, Evaluation, and Attendance Policies

A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester's drop/withdraw date.

B. Specifically state the value of and the manner in which each assignment in the syllabus will be evaluated or graded.

C. A precise description of the grading process, e.g. use of plus or minus grading, use of straight A,B,C,D and F system, point system with delineations of grades for accumulation of a stipulated number of points, etc.

D. Attendance policy to include make up of missed work.

E. Notice of permission/non-permission to sell notes or tapes of class lectures.

F. Students will be evaluated through the completion of class discussions, projects and quizzes. 10% will be deducted for any late discussions and projects.

GRADING CRITERIA

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>150</td>
</tr>
<tr>
<td>Discussion Board #1</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Board #2</td>
<td>25</td>
</tr>
<tr>
<td>Project #1</td>
<td>25</td>
</tr>
<tr>
<td>Project #2</td>
<td>25</td>
</tr>
<tr>
<td>Website project</td>
<td>50</td>
</tr>
</tbody>
</table>

Total 300 possible points
Grading criteria represented in %

A+ = 97.5 – 100,
A = 93.5 – 97.49,
A- = 90 – 93.49,
B+ = 87.5 – 89.99,
B = 83.5 – 87.49,
B- = 80 – 83.49,
C+ = 77.5 – 79.99,
C = 73.5 – 77.49,
C- = 70 – 73.49,
D+ = 67.5 – 69.99,
D = 63.5 – 67.49,
D- = 60 – 63.49

Requirements:

This is an online course and therefore students have no requirement to attend classes. All students are responsible for learning the course content. There are no on campus lectures. Students are responsible for checking canvas periodically for announcements and completing all assigned work (reading material, viewing PowerPoint, projects, discussions and taking quizzes) by the deadlines provided in the course calendar.

VII. HLP 4722 TENTATIVE COURSE CONTENT OUTLINE:
<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE CONTENT/TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week 1     | Students should check the Canvas Announcements for information on the textbook and assignments. All aspects of the course are online. Due first day assignment in discussion.  
Introduction to course; Foundation for health and physical education in the elementary school.  
This chapter introduces the six categories of risk behaviors identified by the Centers for Disease Control. | Watch video and send in critique of lesson. Browse canvas and become familiar w/ menus. Purchase the book and begin reading.                                                                                       |
| Jan 6      |                                                                                                                                                                                                                      |                                                                                                                                                                                                           |
| Week 2     | This chapter examines the school’s role in providing health services, the teacher, the school nurse, the confidentiality of student health information, and emergency care in schools. | 1. Read Chapter 1: A Nation at Risk and Chapter 2: School Health Services  
2. **Essential Assignment:** Take chapter quizzes by 12:00 midnight on Friday of this week.                                                                                                               |
| Jan 13     |                                                                                                                                                                                                                      |                                                                                                                                                                                                           |
| Week 3     | This chapter addresses the importance of providing a healthful and safe school environment. The physical conditions necessary for optimal learning are outlined: school size, lighting, temperature and ventilation, noise control, sanitation and cleanliness, accessibility, inspections and needs assessment. | 1. Read Chapter 3: A Healthful and Safe School Environment  
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week.                                                                                                               |
| Jan 20     |                                                                                                                                                                                                                      |                                                                                                                                                                                                           |
| Week 4     | This chapter focuses on the comprehensive school health education curriculum. It begins with a discussion of health literacy and the curriculum framework, explaining how health literacy, health education standards, and performance indicators are used in curriculum development. | 1. Read Chapter 4: The Comprehensive School Health Education Curriculum  
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week.                                                                                                               |
<p>| Jan 27     |                                                                                                                                                                                                                      |                                                                                                                                                                                                           |
| Week 5     | This week’s lesson discusses instructional strategies and technologies that can be used in the classroom. There                                                                                                                                                                    | 1. Read Chapter 5: Instructional Strategies and                                                                                                                                                              |
| Feb 3      |                                                                                                                                                                                                                      |                                                                                                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Feb 10</th>
<th>In this week’s lesson we switch from our study of school health to physical education. The first chapter provides the reader with background information on “What is Physical Education?”</th>
</tr>
</thead>
</table>
|        |        | 1. Read Chapter 1 in Elementary Classroom Teachers as Movement Educators text.  
2. Essential Assignment: Take chapter quiz by 12:00 midnight on Friday of this week.  
3. Essential Assignment: Health Lesson Plan Project #1 Due by 12:00 midnight Friday of this week, to assignments and discussion |
| Week 7 | Feb 17 | This lesson focuses on the growth and motor development of elementary children and provides information on stages of learning. |
|        |        | 1. Read Chapter 2 in Elementary Classroom Teachers as Movement Educators text.  
2. Essential Assignment: Take chapter quiz by 12:00 midnight on Friday of this week.  
3. Discussion Board Assignment #1 Due by 12:00 midnight on Friday of this week |
| Week 8 | Feb 24 | This chapter three provides you with a look at the physical education content in elementary schools with a look at movement skills and concepts. |
|        |        | 1. Read Chapter 3 in Elementary Classroom Teachers as Movement Educators text.  
2. Essential Assignment: Take chapter quiz by 12:00 midnight on Friday of this week. |
| Week 9 |        | Physical fitness is an important component of any health and physical |
|        |        | 1. Read Chapter 4 in Elementary Classroom |
| March 3 | Activity program. This section discusses why fitness education is important and how elementary teachers can help to provide appropriate fitness activities for their students. | Teachers as Movement Educators text.  
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week. |
| Week 10 | This chapter discusses how teachers can work with children with diverse and special needs in the physical activity environment. | 1. Read Chapter 5 in Elementary Classroom Teachers as Movement Educators text.  
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week. |
| Week 11 | This is a very important chapter as it discusses the curriculum in elementary physical education and suggests what a quality program should look like. | 1. Read Chapter 6 in Elementary Classroom Teachers as Movement Educators text.  
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week.  
3. **Essential Assignment:** Physical Education Project #2 Due by 12:00 midnight on Friday of this week, to assignments and discussion |
| Week 12 | This chapter suggests ways to organize physical education lessons, teaching strategies and ideas for providing feedback on student learning. | 1. Read Chapter 7 in Elementary Classroom Teachers as Movement Educators text.  
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week.  
3. **Discussion Board Assignment #2** Due by 12:00 midnight on Friday of this week. |
| Week  | April    | This chapter discusses the integrated curriculum and how classroom teachers can integrate physical activity into subject areas such as math, science, and reading. | 1. Read Chapter 8 in Elementary Classroom Teachers as Movement Educators text.  
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week. |
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<td>13</td>
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| Week  | April    | This chapter discusses maximum participation, ways to motivate students, and students’ attitudes toward physical activity.         | 1. Read Chapter 9 in Elementary Classroom Teachers as Movement Educators text.                                                   
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week.  
3. **Essential Assignment:** Final Project Physical Education Lesson Plans with Technology due by 12:00 midnight on Friday of this week. |
| 14    | 14       |                                                                                                                                 |                                                                                                                                 |
| Week  | April    | This chapter discusses the rules of the playground, student behaviors, equipment, and the role of free play.                      | 1. Read Chapter 12 in Elementary Classroom Teachers as Movement Educators text.                                                   
2. **Essential Assignment:** Take chapter quiz by 12:00 midnight on Friday of this week. |
| 15    | 21       |                                                                                                                                 |                                                                                                                                 |
USFSM Policies

A. Academic Dishonesty and Disruption of Academic Process

The University considers any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule. Please be sure to review the university’s policy in the USFSM catalog and the USF Student Code Of Conduct.

B. Academic Disruption

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with the Academic dishonesty in the USFSM Undergraduate Catalog and the USF Student Code Of Conduct.

C. Contingency Plans

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time USF may opt to continue delivery of instruction through methods that may include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/ or an alternative schedule. It is the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the college websites, emails, and MoBull messages for important information. The USF hot line 1 800 992 4231 is updated with pre-recorded information during an emergency.

D. Disabilities Accommodations

Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability or the SDS office Lakeland.

E. Religious Observances
USF recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from the class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have it stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.