College of Charleston
EDEE 370/Fall 2011
Health and Physical Education for the Elementary Teacher
Tuesdays & Thursdays 12:15-1:30 / Lecture: Tuesdays / Lab: Thursdays

Instructor: Susan M. Flynn
Office: College of Education Wentworth 209
Class Building: Silcox
Office Phone: 843-953-0815
e-mail: flynns@cofc.edu
Office Hours: Mondays and Wednesdays 10:00-10:45 a.m. or by appointment

Required Text:
Course packet: includes course readings and lecture material. Other course readings are on OAKS. The course books are on reserve in the library.

Optional Texts


Required Materials:
Sneakers and clothes for physical activity during lab times.
One 3 prong, 2-pocket folder with your name written in a large font on front.
Blank music CD in case with your name on the case not the CD. (optional)

Course Description:
This course is designed to introduce elementary education majors to the development of physical, health, and safety education as part of the life of the elementary age child and the curriculum of the school. The relationship between organization, development, and instruction in health and physical education and activities and safety practices are explored.

Objectives
At the completion of this course each prospective educator will be able to:
1. Develop a sound knowledge base in the context of the topics listed in the course description above.
2. Think critically, using thoughtful analysis, when designing and/or evaluating health and physical education plans. (lesson planning and field experiences) SC7; EEDA PS5 & PS6; NAEYC 3C; ISTE 1 & 2; ACEI 3.1, 3.3 & 3.4; NASPE 3.1, 4.1, 4.2, 4.3, 5.1 & 5.2
3. Provide a rationale for mandatory comprehensive school health education program Preschool-5th grade and explain the implications of the S.C. Comprehensive School Health Education Act. ACEI 2.6
4. Provide appropriate motor skill development and movement education activities. (field experiences and labs) NAEYC 3b; ACEI 2.7; NASPE 1.2; 1.2; 1.3

5. Discuss how to integrate health and physical education concepts into the school’s curriculum. (Cross-curricular presentation & final projects) ACEI 2.8 & NASPE 6.6

6. Demonstrate proficiency in Standard First Aid, which includes First Aid and CPR, through current certification by an appropriate agency (American Heart Association).

7. Students will be able to design and implement action-based learning lessons integrating perceptual motor skills, sensory motor skills and academic concepts. EEDA PS5 & PS6; NAEYC 4b & 4d; NASPE 2.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2 & 6.9; SC7

8. Provide a rationale for the inclusion of daily physical activity.

SOE Mission

The Mission of the School of Education at the College of Charleston is the development of educators and health professionals who will lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of our mission, faculty and students will demonstrate the following principles of action:

1. intellectual curiosity and rigor
2. reflective, research based practice
3. collaboration and consensus building
4. field oriented service and community outreach
5. cultural sensitivity and understanding

Course Requirements

Mini Teaching Episodes
Health Lesson (100 pts)
Brain Booster (15 pts)
Interdisciplinary lesson (100 pts)
Quizzes on OAKS 6 @ 20 each
Discussion Questions on readings (4 @ 5 each)
  a. Introduction of self and teaching philosophy
  b. Classroom teachers increase PA
  c. Soft America
  d. Classroom Observations
First Aid/CPR Certification 20
Classroom Observations 40
Final 50

Total Points: 465

Evaluation Scale

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<tr>
<th>Grade</th>
<th>Score Range</th>
<th>GPA</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>B+</td>
<td>86-89.99</td>
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<td>C+</td>
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<td>D+</td>
<td>66-69.99</td>
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<td>59.99</td>
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**Description of Assignments**

**Appropriate Dress for Labs:** Students are required to wear shoes and suitable clothing allowing for SAFE and maximum participation during labs. **Jeans and low-rise attire** should not be worn to lab classes. Professional dress is appropriate for all teaching experiences.

**Teaching Experience (215)**

All lesson plans will follow the format provided and be computer generated and be submitted electronically to the drop box. (@ www.dropbox.com) A hard copy of the lesson is required on the day of the teaching and a copy of the grading rubric. **Hard copy of lessons and rubrics (5 pts will be deducted if these are not provided) on the day you present.**

*Teaching Health Lesson: 100 pts:* Each student will be teaching topics related to Health. Lessons will be taught in class with a partner. Students are expected to dress professionally. Criteria for lesson plan and rubric provided on OAKS.

*Brain Booster 15 pts:* Each student will engage the class in a brain booster. Criteria for lesson and rubric provided on OAKS under Content.

*Interdisciplinary Lesson 100 pts:* Each student will develop and present a lesson integrating physical activity and another academic content area, linking the lesson to the South Carolina state standards for NASPE and ACEI or NAEYC. Develop a concrete assessment to measure student knowledge. Criteria for lesson plan and rubric provided on OAKS. This lesson will be designed and taught with a partner.

**Quizzes (120)** Quizzes will be taken on OAKS. All quizzes must be taken during the days assigned. Each student will be given one attempt and a total of 30 minutes. **If a quiz is missed, THEY WILL NOT BE REOPENED AND EXTENDED.**

**Discussions (20)** Four discussion questions (5 pts each) will be posted through out the semester. Address the question using the textbook and provided reading material. Discussion response will be graded on providing a well thought out and complete response to the question.

**First Aid/CPR Certification: (20)** Each student must pass the Standard First Aid/CPR course as outlined by the Red Cross, or American Heart Association. A class will be taught at a minimal cost at The College of Charleston. See block plan for date. A copy of your certification card is required for points earned. **Staple a copy of your card to the inside of your class folder.**

**Classroom Observations: (40)** Each student will observe two physical education classes and participate in two physical activities events (@ least one hour each). Points can be tailored to the individual interests and professional aspirations. (5 pts/hour) A typed summary is required detailing involvement and how the experience contributes to ones professional development. (PE Observation form on OAKS) An hour’s sheet with signatures must be attached. (form on OAKS). This assignment will be turned in the class folder by Nov. 28th.
Course Policies

Attendance Policy
According to The College of Charleston policy: All students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from classes or course responsibilities. In the event of an illness, accident, or emergency, when circumstances permit, the student should make direct contact with his/her instructor(s), preferably before a class or exam takes place. Email and/or call the instructor if there is an emergency. Students are expected to be in all class sessions and on time. Due to the emphasis that is put on class participation, each student is allowed one documented absence. After that, 2% will be taken from the student’s point total for each missed class. All materials distributed, information discussed, and assignments due on the missed day are the responsibility of the absent student. Tardiness hinders your learning ability and the teacher’s ability to effectively teach. EDEE 370 is an interactive class, student presence is essential – tardiness not only affects individual learning, it also hinders the ability of the entire class to progress.

Late assignments: Any assignment turned in after the due date will result in a 10% point deduction. Missed teaching assignments cannot be made up.

Classroom Etiquette: Lap tops; iPADS; cell phones etc will not be allowed in class lectures. If a student text messages in class 2% will be deducted from the total grade for each occurrence.

Academic Honesty Policy
Refer to the College of Charleston Student Handbook (Academic Honor Code). Students are expected at all times to be in compliance with the Honor Code. Students who engage in academic dishonesty will be referred to the Dean of Students immediately for appropriate disciplinary action, and will receive at minimum no credit for the academic work related to the incident of scholastic dishonesty. See HYPERLINK http://www.cofc.edu/student-life/handbook/.

Provisions for students with special needs
Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor in a timely manner so that his/her needs are addressed. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center of Disabilities Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations should notify their professors as quickly as possible.
The College abides by section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act that stipulates no student shall be denied access to an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the center of Disabilities Services, (843) 953.1431 or the instructor so that such accommodations may be arranged.
| WEEK ONE  | August 23rd-25th | Syllabus, Course Overview  
LECTURE: A Nation at Risk—Obesity Epidemic  
The Need for Active and Healthy Schools  
Lab:  Physical Education Curriculum  
    Elements of Movement; Locomotor Patterns;  
    Teaching Strategies; Incline Rope Model  
Brain Booster:  Group Juggle/Flynn | Discussion one  
due/intro self & philosophy |
|-----------------|-----------------|-------------------------------------------------------------------------------------------------|-------------------------------------|
| WEEK TWO        | Aug 30th-Sept 1st | LECTURE: Improving the Health of America’s Children  
National Standards/Objective Writing/Lesson Planning  
America’s Wellness Mandates  
Lab: Fundamental Movement Patterns Continued  
Brain Booster:  Bobbi Adams & Emma Short | Quiz #1  
Due Curriculum |
| WEEK THREE      | September 6-8th  | LECTURE: Comprehensive School Health Education  
Coordinated School Health Programs  
Lab: Manipulative Skills  
Brain Booster:  Emily Bagwell & Kevin Powers | Discussion two due |
| WEEK FOUR       | September 13-15th | LECTURE: Teaching Health Lessons  
Nutrition Knowledge  
Go, Slow, Whoa foods  
Lab: Rhythms and Dance in the PE Curriculum  
Brain Booster:  Courtney Bonnoitt & Kelly Ryan | Quiz #2 |
| WEEK FIVE       | Sept. 20th-22nd  | LECTURE: Improving Students’ Nutrition (CATCH)  
Lab: Nutrition activities  
Brain Booster:  Paula Braswell & Gina Nash  
Health Lesson: Reading Labels & Serving Sizes (2) | Quiz #3  
CSH |
| WEEK SIX        | Sept 27-29th    | LECTURE: ~ The Brain & Action-Based Learning  
Brain Booster:  Brittany Calcutt & Kathryn McCracken  
Lab: Observations of HPE in schools/or ABL | Quiz # 4  
The Brain & ABL |
| WEEK SEVEN      | October 4-6th   | LECTURE: Sensory Integration and Perceptual Motor Development  
Lab: Action-Based Lessons (Pre-school)  
SI & PMD  
Brain Booster:  Talia Cheron & Jessica Kositz | Quiz #4  
The Brain & ABL |
| WEEK EIGHT      | October 11-13th | LECTURE: Action-Based Learning  
Lab: Action-Based Lessons (Pre-school)  
Brain Booster:  Ricki Douglas  
Health Lesson: Muscles & Building Strong Bones (1) | |
| October 18th    | October Break   | |
| WEEK NINE       | TH OCTOBER 20th | Lab: Cooperative Learning Activities with PMD skills  
Action-Based Lessons (Pre-school) | |
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<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Brain Booster</th>
<th>Lab:</th>
<th>Discussion/Quiz/Fee</th>
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<tr>
<td>Week Ten</td>
<td>Oct 25-27</td>
<td>Psychosocial Health and Healthy Relationships (Live, Laugh, Love)*</td>
<td>Cara Fleming</td>
<td>School Observations</td>
<td>Discussion 3</td>
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<td>Week Eleven</td>
<td>Nov 1-3</td>
<td>Interdisciplinary Lesson Assignment</td>
<td>Lauren Harvey</td>
<td>Part one of CPR/FA</td>
<td>Quiz #5 PSH, PMD &amp; SI Fee $35</td>
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<td>Health Lesson: Friendships, Family Life &amp; Bullying (2)</td>
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<td>Week Twelve</td>
<td>Nov 8-10</td>
<td>Fitness and Classroom Increases Physical Activity</td>
<td>Anna Holland</td>
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<td>Readings on OAKS</td>
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<td>Lab: Fitness activities and Fitnessgram assessment</td>
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<td>Quiz #6 Fitness</td>
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<td>Helping Students Develop Fitness Knowledge/Concepts</td>
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<td>Week Thirteen</td>
<td>Nov 15-17</td>
<td>Calcium, proteins, vitamins etc (1)</td>
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<td>Cardiovascular Health &amp; Diabetes (2)</td>
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<td>Lab: CPR/FA Part II</td>
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<td>Week Fourteen</td>
<td>Nov 22</td>
<td>Alcohol, Tobacco, and Other Drugs</td>
<td>Kaeley Kays</td>
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<td>Health Lesson: Tobacco and Alcohol (2)</td>
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<td>Week Fifteen</td>
<td>Nov 29-Dec 1</td>
<td>Interdisciplinary Lessons Presented</td>
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<td>Evaluations</td>
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<td>Final due by December 13</td>
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