College of Charleston  
EDEE 370 Fall 2016  
Health and Physical Education for the Classroom Teacher  
Section 01 Tuesdays 12:30-3:15 p.m. room TBA  
Section 02 Mondays 4:00-6:45 p.m. room 146 Silcox  
Section 03 Mondays 12:30-3:15 p.m. room TBA

Instructor: Susan M. Flynn  
Office: School of Education, Health and Human Performance,  
86 Wentworth room #209  
Class building: Silcox 117  
Office Phone: 843-953-0815  
Website: www.fit2bsmart.com  
email: flynns@cofc.edu  
Twitter: @fit2bsmart #cofcfit  
Instagram: fit2Bsmart

Office Hours: Tuesdays 11:00 a.m. to 12:00 p.m. @Silcox; Wednesdays 2:00-3:00 p.m. @Silcox;  
Fridays 12:00-1:00 p.m. and 3:00-4:00 p.m. or by appointment

Needed class materials:

Texts:

1. Move 2 Learn order at the below link GenMove will send the books to the college for me to deliver.  
2. Health and Physical Education for Elementary Classroom Teacher With Web Resource: An Integrated Approach by Retta Evans, Sandra Sims  
3. Content assessment materials are on OAKS.

Course Description: This course is designed to introduce early childhood and elementary education majors to the development of physical, health, and safety education as part of the life of a 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.
Instructional Objectives
This course is designed to provide knowledge, tools and strategies to assist future early childhood and elementary educators with Health and Physical Education content and skills to use with their future students.

Student Learning Outcomes
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) 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 physical activity plan and the integration of the Safe Schools Climate Act. ACEI 2.6
4. Develop and teach age appropriate Health and Cross Curricular Movement Lessons. NAEC 3b; 4b & 4d; ACEI 2.7; EEDA PS5 & PS6; SHAPE America 1.2; 1.2; 1.3; 2.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2 & 6.9; SC7
   (Health Fair at Local School and Move2Learn Lessons at ECDC and Memminger Elementary)
5. Discuss how to integrate health and physical education concepts into the school’s curriculum through the Let’s Move Active Schools Program and CSPAP Mandate. ACEI 2.8 & NASPE 6.6
6. Demonstrate proficiency in CPR, through current certification by an appropriate agency.

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
Appropriate Dress for Labs
Students are required to wear shoes and suitable clothing that allow for SAFE, maximum participation during labs. Jeans and low-rise attire should not be worn to lab classes. Professional dress is appropriate for all teaching experiences. (in-appropriate dress will result in student being asked to leave the school and receive lose participation points).

Course Requirements
Tests (2) 100
Move2Learn Cross Curricular Lesson (teaching children) 75
Health Fair Projects 75
Brain Booster and Rockin’ Jam 25
Twitter assignment 10
CPR Certification 10
Quizzes/assignments 20
Total Points: 315

Evaluation Scale
A 94-100 (4.0) A- 90-93.99 (3.7)
B+ 86-89.99 (3.3) B 83-85.99 (3.0) B- 80-82.99 (2.7)
C+ 76-79.99 (2.3) C 73-75.99 (2.0) C- 70-72.99 (1.7)
D+ 66-69.99 (1.3) D 63-65.99 (1.0) D- 60-62.99 (0.7)
F 59.99

Description of Assignments
Presentations and lessons
All lesson plans will follow the format provided (in OAKS content), be computer generated and submitted electronically to the OAKS drop box. A hard copy of the lesson is required on the day of the teaching and a copy of the grading rubric. Rubrics and lesson plan must have names on them and be stapled together.

Move2Learn Cross Curricular Lesson (75):
Teams of two or three will teach a Cross Curricular lesson from the Move2Learn Book linking the lesson to the South Carolina state standards for the National Physical Education and Academic State Standards to children at a local school. Criteria for lesson plan and rubric are provided on OAKS. All materials MUST be in the OAKS dropbox before you teach and a rubric
provided. Hard copy of the lesson, the rubric and all lesson materials are due on the day you teach. Develop a different assessment to present with the lesson.

**Health Lesson (75):** This project has 4 parts: (a) a health topic trifold presentation; (b) a complete lesson plan for the health activity; (c) reference page (minimum of 5 references, not all from the same site) and (d) reflection. The final reflection is due by the day after the health fair. Write the reflection after the Health Fair and post the word document in the Health Fair drop box.

Students in teams of two, will develop a health center activity for the health fair and present it to children in the schools. Criteria for tri-fold presentation and health lesson activity are provided on OAKS. A hard copy of the lesson is due on the day of the health fair. (50 pts tri-fold board, 20 pts for the lesson plan & references, up to 5 pts for in-depth reflection answering the two questions provided) Each team member must post the reference page, reflection, picture of the health fair board and lesson plan in the OAKS drop box. Emailing the documents is not acceptable.

**Brain Blast & Rockin’ Jam (25):** Working in groups of two or three, students will engage the class in a Brain Blast and Rockin’ Jam. Criteria for Brain Blast & “Rockin’ Jam” including rubric are provided on OAKS under Content.

a. Each team member provides a slide with your favorite quote and why, with a visual.
b. BB & RJ requirements are on the Rubric.
c. An activity related to the BB—brain food, brain-teasers with guiding practice slides etc. ~materials must be provided.
d. Resources should be on each slide presented.
e. A copy of the pp, dance steps and rubric with student names must be provided on the day of presentation and stapled together.
f. The BB pp MUST be in the teachers toolbox drop box @www.dropbox.com before the presentation

**Rockin’ Jam:** Create and teach a 24 to 32+ step movement sequence choreographed to music. Provide your own music and put it in teacher’s toolbox dropbox BEFORE you teach. Use lesson format on OAKS for the “Rockin’ Jam” Steps. Music and Rockin’ Jam Steps must be submitted in advance. Hard copy of dance steps must be provided on day of lesson.

**Tests (100)** Two tests. Test dates are posted on syllabus. Your study guides are the key elements listed on the lecture outline sheets.

**Twitter Challenge (10)** follow @fit2bsmart (details provided on OAKS in content)
A print out of all tweets will be turned in the second to last week of classes to receive credit.

**CPR Certification (10)** Each student must pass the Standard 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. Date TBA/A copy of your certification card is required for points earned.

**Quizzes & assignments (20)** Quizzes will be announced or unannounced. Homework assignments related to the readings will be posted on the lecture outlines.
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. (the class is three hours- one absence is significant). Four missed classes result in dropping the 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 not be accepted. Missed teaching assignments cannot be made up.

Classroom Etiquette: Lap tops; IPADS; cell phones etc will ONLY be used in class lectures when indicated by the professor for specific assignments.

Class Emails: When sending emails to the instructor, please put EDEE 370 in the subject section of the email. Most emails will be addressed within 72 hours, unless I am out of town. If you do not hear from me, please email again to make sure I did not miss the email. I will have limited access to email on the weekends.

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is
permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

**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.


**Academic Support Services—The Center for Student Learning**
The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website [http://csl.cofc.edu/](http://csl.cofc.edu/), or call 843.953.5635 for information.

**Disability/Access Statement**
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. This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. 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 Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

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<tr>
<th>Tentative Outline</th>
<th>Tuesdays Class</th>
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<tbody>
<tr>
<td>Week One -8/24</td>
<td>Syllabus, Course Overview, Assignments Physical Education Curriculum Elements of Movement, Locomotor Patterns, Brain Blast &amp; Rockin’ Jam–FLYNN</td>
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<td>Week</td>
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<td>Eight</td>
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<td>Nine</td>
<td>10/18</td>
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The magic that makes the brain learn: Kim Bevill at TEDxCrestmoorParkED
https://www.youtube.com/watch?v=e1aNERoMndU&app=desktop
watch this before class, be prepared to discuss.

Brain Blasts
**Move2Learn activities integrating math and ELA @ Memminger**
Bingo Bash Hockey

### Week Ten -10/25
The Brain Research & Action-Based Learning
Brain Blasts
Watch No Excuses Video. Write a summary for the video on the key elements presented and finish your summary with why classroom teachers need to infuse physical activity in the classroom.  \(\text{due 11/1}\)
Read Chapter Seven
**Homework:** answer review questions 1, 2 and 4  \(\text{due 11/1}\)
**Move2Learn activities integrating math and ELA @ Memminger**
Jump in the Beanstalk

### Week Eleven -11/1
Wellness Mandates and Safe Schools Climate Act
Look at the definitions on the Whole School, Whole Child, Whole Community document at this link  http://www.cdc.gov/healthyschools/wssc/components.htm
**Move2Learn activities integrating math and ELA**
Penguin Power

11/7-11/8 FALL BREAK

### Week Twelve 11/15
Lecture: Psychosocial Health  Twitter #PSH
Brain Blasts
**Move2Learn activities integrating math and ELA**
Roller Derby

### Week Thirteen -11/22
CPR training

### Week Fourteen -11/29
Lecture: Stress  Twitter #stress
Brain Blasts
**Move2Learn activities integrating math and ELA**
Card Shark Shuffle

### Week Fifteen
Finals Week  TEST TWO
Tuesday December 8th at 12-3

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**Tentative Outline**

### Week One -8/29
Syllabus, Course Overview, Assignments
Physical Education Curriculum
Elements of Movement, Locomotor Patterns,
Brain Blast & Rockin’ Jam~FLYNN

Read Chapter One Healthy Bodies, Healthy Minds
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Two</td>
<td>9/5</td>
<td>Labor Day</td>
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<tr>
<td></td>
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<td>Health and Physical Education Curriculum Twitter #physed Fundamental Movement Patterns Teaching Strategies, Incline Rope Model Videos on fundamental movement skills will help with what we are learning in lab <a href="http://www.phcanada.ca/resources/fms-videos">http://www.phcanada.ca/resources/fms-videos</a> use the description of skill cues in your Move2Learn lessons and objectives. Brain Blast &amp; Rockin' Jam~ Read Chapter Four Physical Education</td>
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<td><strong>Home work:</strong> answer review questions  type up questions and answers turn in hard copy 9/6.</td>
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<td>Three</td>
<td>9/12</td>
<td>A Nation at Risk—Obesity Epidemic Twitter #obesity or #LMAS National Standards/Let’s Move Active Schools/Safe Schools Climate Act Brain Blasts Manipulative Skills Review Chapter one</td>
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<td><strong>Home work:</strong> answer review questions  type up questions and answers turn in hard copy 9/12.</td>
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<td>Four</td>
<td>9/19</td>
<td>Nutrition ~cooking a healthy meal Twitter #nutrition Alumni Center Brain Blasts Read Chapter 3 Health Education</td>
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<td><strong>Homework:</strong> answer questions 2 and 4 due 9/26</td>
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<td>Five</td>
<td>9/26</td>
<td>Improving Students' Nutrition Twitter #nutrition Alumni Center Brain Blasts Planning Health Fair Lesson</td>
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<td><strong>Brain Blasts</strong></td>
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<td>Six</td>
<td>10/3</td>
<td>Lecture: Fitness Twitter #fitness Brain Blasts Planning Health Fair Lesson</td>
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| Seven | 10/10 | Comprehensive School Physical Activity Program Watch video on CSPAP. Write a summary on the key elements presented. Print the summaries and bring them to class. (due 10/17) [https://www.youtube.com/watch?v=MuHrl-rhS9c](https://www.youtube.com/watch?v=MuHrl-rhS9c) Brain Blasts Move2Learn activities integrating math and ELA/Prepare for lessons in groups Read Chapter 2 **Homework:** answer questions 1,2 and 6 due 10/17
| Week Eight - 10/17 | **Health Fair Presentations Alumni Center**  
Twitter #healthfair post a picture of something from your presentation and text to share about your lesson.  

**TEST ONE:** curriculum; SHAPE America standards; fundamental movement patterns; obesity epidemic; fitness and nutrition. |
| Week Nine - 10/24 | ABL/Perceptual Motor Development and Sensory Integration  
The magic that makes the brain learn: Kim Bevill at TEDxCrestmoorParkED  
[https://www.youtube.com/watch?v=e1aNERoMndU&app=desktop](https://www.youtube.com/watch?v=e1aNERoMndU&app=desktop)  
Due 10/31  
**Brain Blasts**  
Move2Learn activities integrating math and ELA  
Bingo Bash Hockey and Hot Spots |
| Week Ten - 10/31 Halloween | The Brain Research & Action-Based Learning  
**Brain Blasts**  
Watch No Excuses Video. Write a summary for the video on the key elements presented and finish your summary with why classroom teachers need to infuse physical activity in the classroom. (due 11/14)  
Read Chapter Seven  
**Homework:** answer review questions 1, 2 and 4 due 11/14  
Move2Learn activities integrating math and ELA  
Jumpin the Beanstalk and Verbs with Friends |
| 11/7-11/8 | FALL BREAK |
| Week Eleven - 11/14 | Wellness Mandates and Safe Schools Climate Act  
Look at the definitions on the Whole School, Whole Child, Whole Community document at this link  
[http://www.cdc.gov/healthyschools/wscc/components.htm](http://www.cdc.gov/healthyschools/wscc/components.htm)  
**Brain Blasts**  
Move2Learn activities integrating math and ELA  
Penguin Power and Roller Derby |
| Week Twelve 11/21 | Lecture: Psychosocial Health  
Twitter #PSH  
**Brain Blasts**  
Move2Learn activities integrating math and ELA  
Card Shark Shuffle |
| Week Thirteen - 11/28 | Lecture: Stress  
Twitter #stress  
**Brain Blasts** |
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<th>Week Fourteen - 12/5</th>
<th>CPR Training</th>
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<tr>
<td>Week Fifteen</td>
<td><strong>Finals Week TEST TWO</strong></td>
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<td>Monday December 7th 12-3</td>
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<td>Friday December 9th 4-7</td>
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<thead>
<tr>
<th>Topics</th>
<th>Health Lessons (2/group)</th>
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<tr>
<td>Nutrition-reading</td>
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<td>Sun Health and pool safety</td>
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<td>Dental Health</td>
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