HEALTH AND PHYSICAL ACTIVITY IN ELEMENTARY SCHOOL
PHED 4650-51

Semester/Year  Fall 2013
Time/Location  Wednesday 9:00-10:40am; Georgia Highlands Campus
Instructor  Mrs. Jennifer K. Heidorn
Office Location  COE Annex, Office #104
Office Hours  Monday 11:00-3:30pm
Tuesday 10:00-11:00am & 12:00-1:00pm (Coliseum #2038)
Wednesday 1:00-2:00pm & 4:00-4:30pm
Thursday 10:00-11:00am & 12:00-1:00pm (Coliseum #2038)
Friday by appointment

Telephone  Direct Line: 678-839-6182
Cell Phone: 770-722-0862 (text messages preferred)
Department Line: 678-839-6559

Email  jheidorn@westga.edu

Online Support  D2L Home Page
https://westga.view.usg.edu/
D2L UWG Online help
http://uwgonline.westga.edu/students.php
D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Elementary Health & Physical Activity Course Wiki Site
http://elementaryhealthphysicalactivity.wiki.westga.edu/

COURSE DESCRIPTION

An introductory, survey, and methods course that provides fundamental skills necessary for teaching physical education and health in the elementary school curriculum. This course is designed for early childhood teachers and includes strategies for teaching health concepts.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are
integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards; Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), the American Association for Health, Physical Education, Recreation & Dance (AAHPERD), the National Sexuality Education Standards (NSES), and the Georgia Health and Physical Education Performance Standards (GPS), are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**COURSE OBJECTIVES**

Students will:

1. Describe the difference among health, physical education, and physical activity programs; (Rink, Hall & Williams, 2010; Cone, Werner & Cone, 2009; Kovar et al., 2012); (Standards: ACEI 2; INTASC 7; NHES 1 & 7); (Conceptual Framework Descriptors; Knowledgeable & Decisive).

2. Describe principles of effective teaching and best practices for developmentally appropriate physical education; (Rink, 2010; Rink, Hall & Williams, 2010; Graber & Woods, 2013); (Standards: ACEI 1, 3, 4; INTASC 3); (Conceptual Framework Descriptors; Knowledgeable, Reflective, Adaptive, Proactive & Culturally Sensitive).

3. Identify strategies for effective planning and teaching health and physical activity lessons including concepts related to integration of academics, kinesthetic learning, and student learning styles; (Rink, 2010; Rink, Hall & Williams, 2010; Kovar et al., 2012; Cone, Werner & Cone, 2009); (Standards: ACEI 2; INTASC 1, 5 & 7); (Conceptual Framework Descriptors; Knowledgeable, Reflective, Adaptive, Leading, Collaborative & Culturally Sensitive).

4. Plan, teach, and reflect upon peer teaching experiences of health and physical activity settings; (Rink, 2010; Rink, Hall & Williams, 2010; Telljohann, Symons & Pateman, 2009); (Standards: INTASC 8 & 9); (Conceptual Framework Descriptors; Knowledgeable, Reflective, Inquisitive, Decisive & Adaptive).

5. Identify common health disparities and health risks among youth and describe strategies for maintenance of proper health, prevention of diseases, and meeting curricular standards; (Telljohann, Symons & Pateman, 2009; Kovar et al., 2012); (Standards: ACEI 5; NHES 1, 3-7); (Conceptual Framework Descriptors; Knowledgeable, Inquisitive, Decisive, Adaptive, Proactive, Leading, Culturally Sensitive & Empathetic).

6. List and describe all components of a school wellness program including comprehensive physical activity and identify strategies for effective implementation; (Rink, Hall & Williams, 2010; NASPE, 2012, Telljohann, Symons & Pateman, 2009); (Standards: ACEI 3 & 5; INTASC 3 & 10; NHES 1-3 & 8); (Conceptual Framework Descriptors; Knowledgeable, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive & Empathetic).

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

*Required Text(s):* None

*Required Instructional Resource:* Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment 1: Health Project 100 pts. (20%)

Students will work either independently or collaboratively in small groups as they:
1. Develop a health lesson plan (40 pts.)
2. Peer teach their lesson plan followed by peer and instructor feedback and discussions. (30 pts.)
3. Individually teach the developed lesson in the field including the learning activity. (Submit a hard copy critique by the field placement cooperating teacher) (10 pts.)
4. Reflect on the experience. (20 pts.)
5. Group contribution (peer evaluation) (10 pts.)
(See specific guidelines, rubrics, lesson plan template posted in D2L) (Course Objectives 3-5)
This assignment will serve as an artifact for your professional portfolio. It will enable you to practice your teaching, receive feedback, generate a lesson plan, implement various teaching styles, and encourage your growth as a professional educator.

Assignment 2: Physical Activity Project 100 pts. (20%)

Components of this assignment will be completed independently and in small groups:

1. Recess observation and reporting (10 pts.)
2. Physical Education class observation and reporting (10 pts.)
3. Physical activity integration with one or more subject areas (40 pts.)
4. Physical activity lesson plan (30 pts.)
5. Group contribution (peer evaluation) (10 pts.)

(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.) (Course Objectives 2-5)

This assignment will encourage your lesson plan growth and teaching skills in an area other than the classroom. This assignment will also serve as a method to explore a comprehensive approach to the importance of physical activity, encourage the use of resources in the school, and create physical activity opportunities for students throughout the school day.

Assignment 3: Energizer Activity 25 pts. (5%)

Students are to teach a content specific or transitional Energizer to their peers in class. (25 pts.)
A detailed rubric, general outline format, and guidelines will be posted in D2L in the Energizer Learning Module (Course Objectives 1-3, 5 & 6).

Assignment 4: On-line Quizzes 100 pts. (20% of grade)

Students will be required to take on-line quizzes as designated by the instructor and indicated in the Course Outline.
Quizzes will cover information from D2L, article readings, video clips and general information shared in class (Course Objectives 1-3, 5 & 6).

Assignment 5: Live Binder 50 pts. (10% of grade)

Students will be setting up individual live binder site early in the semester where relevant information (lesson plans, lesson ideas, standards, websites etc.) will be saved for future reference. The specific live binder instructions will be provided in class. The live binder is in place of a hard copy resource guide. Guidelines for live binder components will be provided. (Course Objectives 3, 5 & 6)

Assignment 6: Professionalism/Participation 100 pts. (20% of grade)

This assignment will encourage use of the materials, content, and resources beyond the semester, enabling students to be fully equipped K-5 health, and physical activity integration specialists.
Students are expected to “participate” positively in the following expectations demonstrating professional dispositions. Each incident of failure to participate in a positive manner or meet the following expectations throughout the semester will result in a 5 point deduction from the total participation grade.

Expectations include:

- Participating and interacting in all class activities (including but not limited to discussion boards, weekly assignments, in-class discussion etc.);
- Attending every face-to-face class session;
- Punctuality. This includes arriving on time for class and returning from breaks in a timely manner;
- Dressing appropriately for physical activity including wearing proper footwear;
- Participating through on-line readings and discussion postings;
- Collaborating and working equitably with colleagues on projects;
- Turning in assignments on time;
- Treating colleagues and the instructor with respect both in and out of class.
- Demonstrating appropriate audience behaviors during lectures and presentations respecting those who are presenting or speaking by not engaging in other activities; and
- Eliminating interruptions including cell phones, pagers, laptop usage not related to class activities, etc.

(University and class policy—NO CELL PHONE USAGE DURING CLASS)

For this course the Professional Dispositions Rubric adopted for the UWG College of Education Teacher Certification Program (Fall 2012) will be implemented. See posted rubric in Important Course Information Folder. Students receiving unsatisfactory ratings in any two categories will be reported to their respective Block supervisor (Course Objectives 1-6).

This assignment will assist in the dissemination of knowledge, course content, while demonstrating effective teaching practices. It will also serve to encourage personal and professional growth, enabling our candidates as prime competitors for teaching positions.

Assignment Note:
Students are responsible for saving assignments submitted electronically as well as those returned hard copy. There will be no grade discrepancy discussion if the student cannot produce assignment artifacts.

Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Project</td>
<td>100 pts. (20%)</td>
<td>Checklist &amp; Rubrics</td>
<td>Small Groups &amp; Individual</td>
</tr>
<tr>
<td>Physical Activity Project</td>
<td>100 pts. (20%)</td>
<td>Checklist &amp; Rubrics</td>
<td>Small Groups &amp; Individual</td>
</tr>
<tr>
<td>On-line Quizzes</td>
<td>100 pts. (20%)</td>
<td>Objective assessments</td>
<td>Individual</td>
</tr>
<tr>
<td>Energizer Activity</td>
<td>25 pts. (5%)</td>
<td>Rubric</td>
<td>Small Groups</td>
</tr>
<tr>
<td>Live Binder</td>
<td>50 pts. (10%)</td>
<td>Checklist</td>
<td>Individual</td>
</tr>
<tr>
<td>Class Activities &amp; Participation</td>
<td>100 pts. (20%)</td>
<td>Checklists, Rubric &amp; Instructor Observation</td>
<td>Individual</td>
</tr>
</tbody>
</table>

GRADING

A: 90-100% 428-475 points
B: 80-89% 380-427
C: 70-79% 333-379
D: 60-69% 285-332
F: below 60% 284 and below

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES
Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: Only one absence is allowed. ONE absence may be excused with proper documentation (doctor’s note, university event, funeral program). Additionally, 5 points are deducted from the final course average, per each subsequent absence after one. Two incidents of leaving class early and/or arriving to class late and/or leaving class excessively constitutes one unexcused absence. Students needing to leave class early need to make the instructor aware of this need prior to the start of class.

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor’s policies and the University’s policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Any extra credit for this course will be announced by the instructor in advance. Students should not expect or plan on extra credit.

Late Work: All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

Professional Conduct: Students are to follow the professional expectations outlined in the Professionalism/Participation Assignments as well as the COE Professional Disposition Rubric.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. No assignments will be accepted via MyUWG email. Assignments will be either brought hard copy to class or posted in D2L as designated by the instructor.

D2L: Students are responsible for accessing the instructor’s D2L site to print course materials for use in class and as outside enhancement of in-class activities. These materials include but are not limited to the course syllabus and the course content outline. D2L will also be used for on-line quizzes, reading assignments, posting discussion responses, and submitting some assignments. D2L will also be used to post any announcements, disseminate PowerPoint lectures, class cancellations and grades.

COE Writing Expectation and Rubric: Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).
**COE Writing Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>There is confusion about the topic with absence of support for main ideas; there is little awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.</td>
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<tr>
<td>2 = Emerging, Needs Improvement</td>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choice and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
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<tr>
<td>3 = Proficient</td>
<td>The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.</td>
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<tr>
<td>4 = Exemplary</td>
<td>There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.</td>
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<tr>
<td>Class Session</td>
<td>To Prepare For Class</td>
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<tr>
<td>August 28</td>
<td>Read Course Syllabus</td>
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<td>Read Georgia Health Standards Document pg. 7-12.</td>
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<tr>
<td>September 4</td>
<td>Explore Websites for Health Lesson Ideas</td>
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<td></td>
<td>Review Georgia Health Standards Document pg. 21-69 to Determine Appropriate Content/Level</td>
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<tr>
<td>September 11</td>
<td>Read over UWG Lesson Plan Format</td>
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<td><strong>Topics:</strong> Child Abuse &amp; Bullying Mental, Emotional, Social Health</td>
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<tr>
<td>September 25</td>
<td>Read Child Abuse Postings &amp; Information</td>
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<tr>
<td>October 2</td>
<td>View Video Clips &amp; Posted Information Re: Children &amp; Sexuality</td>
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<td></td>
<td>*Peer-Led Energizer</td>
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<td></td>
<td>*Peer-Led Health Lesson with Required Lesson Plan</td>
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<tr>
<td>October 9</td>
<td>View Posted Information Regarding Children &amp; Substance Abuse</td>
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<tr>
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<td>*Peer-Led Energizer</td>
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<td></td>
<td>*Peer-Led Health Lesson with Required Lesson Plan</td>
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<tr>
<td>October 16</td>
<td>*Peer-Led Energizer</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>October 23</td>
<td>*Peer-Led Energizer</td>
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<td>*Peer-Led Health Lesson with Required Lesson Plan</td>
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<td></td>
<td>*Peer-Led Health Lesson with Required Lesson Plan</td>
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<tr>
<td>October 30</td>
<td>View Posted Information Regarding Physical Activity as Punishment &amp; Recess for Elementary Students</td>
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<td></td>
<td>*Peer-Led Energizer</td>
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<tr>
<td>November 6</td>
<td>*Peer-Led Energizer</td>
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<td>November 13</td>
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<td>November 20</td>
<td>*Peer-Led Physical Activity Integration (non-classroom setting)</td>
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<tr>
<td>November 27</td>
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<tr>
<td>December 4</td>
<td>*Peer-Led Physical Activity Integration (non-classroom setting)</td>
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</tbody>
</table>

This is a tentative class schedule. The instructor has the right to change if needed.