



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

HED/PED 346: METHODS AND MATERIALS IN ELEMENTARY SCHOOL HEALTH EDUCATION AND PHYSICAL EDUCATION; Fall 2010

Location: Murray Center (MC) Room 068

Day & Time: Wednesdays; 4:00 to 7:50 p.m.

INSTRUCTORS: Karen Berard-Reed, Kathleen Johnson, Ben Lombardo, Gary McCoombs, Cindy Oulette, Kristen Pepin, Cathy Santosuosso

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Office Hours: Monday 12:00-2:00, Tuesday 2:00-3:00, Wednesday 11:30-12:30; **And by APPOINTMENT**

DEPARTMENT: Department of Health and Physical Education

Chair: Dr. Betty Rauhe, MC 130, 456-9787; brauhe@ric.edu

1. COURSE INFORMATION

Catalog Description: Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. This course includes experiences in teaching specific elementary school health education topics (e.g.: substance abuse) and in teaching movement through games, rhythms, and self-testing activities suitable for various age levels. Three semester hours credit. Offered fall, spring, summer.

Extended Description: In this course, the role and contributions of the elementary classroom teacher in presenting comprehensive school health and physical education programs are defined. The physical, perceptual, motor, cognitive, and social developments of children during the elementary school years are examined as they affect the planning and implementation of health and physical education lessons. The content areas of health and physical education are explored, along with strategies for integrating these areas with others in the total elementary school curriculum. Special attention is given to integrating multi-cultural learning activities into the elementary health education and physical education curriculums and developing strategies for meeting the needs of special populations.

Relationship to Professional Program: This is a required professional course for elementary education majors. It provides them with an overview of the content and methodology appropriate for teaching health education and physical education in the elementary schools. **Prerequisites:** 60 credit hours of undergraduate courses & admission to the elementary education teacher preparation program

Relationship to Knowledge Base and FSEHD: Planning, acting, and reflection are integral components occurring throughout this course. They can be evidenced most noticeably in specific student assignments, such as development of appropriate computer-generated unit and lesson plans and in a peer teaching assignment which requires each student to plan and implement a lesson, followed by peer and self-evaluation.

Class Format: This course meets for four hours of lecture/laboratory experiences per week.

Students will spend one half of the semester in physical education and one half in health education. Final grade = 50% Health Education + 50% Physical Education

Class Attire: During the physical education portion of this course, appropriate workout clothes and white-soled sneakers are required for all laboratory sessions.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD Conceptual Framework)</i>	<i>Assessment</i>
The experiences in this course are designed to enable each student to: <ol style="list-style-type: none"> define the role and contributions of the elementary classroom teacher within the comprehensive school health and physical education programs. 	Knowledge; RIPS 1, 2	Exam, Homework, Observation, In Class Activities

<p>2. describe how elementary health and physical education should help prepare students for a lifetime of physical activity and wellness.</p> <p>3. understand the changes in the physical, perceptual, motor, cognitive and social development of children during the elementary school years.</p> <p>4. understand the difference between health-related physical fitness and performance-related physical fitness and present ideas for increasing the parameter of each.</p> <p>5. demonstrate an understanding of the scope of the elementary school health and physical education curriculum, including the comprehensive school health program, and the value of continued professional growth in these subject areas.</p> <p>6. display knowledge of appropriate organizational techniques for various physical education activities.</p> <p>7. exhibit an understanding of appropriate health and physical education teaching methodologies, including those which encourage students' development of critical thinking, problem solving and performance skills.</p> <p>8. demonstrate awareness of safety and liability concerns in planning and implementing physical education lesson.</p> <p>9. adapt physical education and health education activities for special populations.</p> <p>10. plan effective health and physical education lessons, units, and programs, including selection of age-appropriate resources.</p> <p>11. effectively integrate health and physical education with other content areas in curriculum.</p> <p>12. examine the existing relationships between health behaviors and the leading causes of death and illness in context with health risks associated with elementary school children.</p> <p>13. demonstrate an understanding of the scope of elementary health education content areas including: substance abuse prevention, disease education, family life education, safety, nutrition, etc.</p> <p>14. employ appropriate learning strategies for health content areas, especially controversial health issues.</p>	<p>Knowledge; RIPTS 1, 2</p> <p>Pedagogy; RIPTS 1, 2, 3</p> <p>Knowledge; RIPTS 1</p> <p>Knowledge; RIPTS 2, 10</p> <p>Knowledge; RIPTS 2, 3, 4</p> <p>Knowledge; RIPTS 5</p> <p>Knowledge; RIPTS 2, 10, 11</p> <p>Diversity; RIPTS 3, 4</p> <p>Knowledge, Pedagogy; RIPTS 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Knowledge; RIPTS 1, 2, 3</p> <p>Knowledge; RIPTS 1, 2</p> <p>Knowledge; RIPTS 1, 2, 3, 10</p> <p>Knowledge; RIPTS 3, 4, 5</p>	<p>Exam, Homework, Healthy Lifestyle Tracking Program, In Class Activities</p> <p>Artifact, Exam, Homework, Observation, In Class Activities</p> <p>Artifact, Exam, Homework, In Class Activities</p> <p>Homework, In Class Activities, Literacy Integration</p> <p>Artifact, In Class Activities</p> <p>Artifact, Exam, In Class Activities, Literacy Integration</p> <p>Artifact, Exam, Homework, Observation, In Class Activities</p> <p>Artifact, Exam, In Class Activities, Literacy Integration</p> <p>Artifact, Exam, In Class Activities, Literacy Integration</p> <p>Artifact, Exam, In Class Activities, Literacy Integration</p> <p>In Class Activities, Website Evaluation</p> <p>Artifact, In Class Activities, Literacy Integration, Website Evaluation</p> <p>Artifact, Homework, In Class Activities, Literacy Integration</p>
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15. plan elementary health and physical education instruction based on current knowledge of subject matter, pedagogy, student needs, the community and curriculum goals.	Knowledge, Pedagogy, Diversity; RIPTS 1, 2, 3, 4, 5, 6	Artifact, Literacy Integration
16. exhibit an understanding of multi-cultural elementary health and physical education issues.	Knowledge, Diversity; RIPTS 4	Homework, In Class Activities
17. integrate multi-cultural learning activities into the elementary health and physical education curriculums.	Knowledge, Diversity; RIPTS 4	Homework, In Class Activities
18. understand and use appropriate formal and informal elementary health and physical education assessment strategies to evaluate and support the continuous development of the elementary school child in these subject areas.	Knowledge, Pedagogy; RIPTS 9	In Class Activities, Literacy Integration
19. demonstrate an understanding of a reflective approach to professional practice in elementary health and physical education. (RIPTS 10)	Knowledge, Professionalism; RIPTS 10	Artifact
20. understand how all children learn and develop, and provide learning opportunities in elementary health and physical education which will support their intellectual, social, and personal development.	Pedagogy, Diversity; RIPTS 3, 4, 5, 6, 8	Artifact, Exam, Homework, In Class Activities, Literacy Integration
21. understand and use effective verbal, nonverbal and media communication techniques to create a learning environment which fosters active inquiry, collaboration, and supportive interaction in the classroom.	Knowledge; RIPTS 2, 5, 6, 8	In Class Activities, Website Evaluation

2. COURSE TEXTS AND MATERIALS

Required:

Anspaugh, D.J. and Ezell, G. (2010). Teaching Today's Health. (9th ed.) San Francisco, CA: Pearson Education, Inc.

Kovar, S.K., Combs, CA., et al (2009). Elementary Classroom Teachers as Movement Educators. (3rd ed.) New York: McGraw Hill

Web Sites:

American Alliance of Health, Physical Education, Recreation, and Dance	http://www.aahperd.org
Character Counts	http://www.charactercounts.org
Children's Picture Book Database at Miami University	http://www.lib.muohio.edu/pictbks/
Owl Purdue Online Writing Lab	http://owl.english.purdue.edu/owl/
PE Central	http://www.pecentral.com
Rhode Island Department of Education	http://www.ride.ri.gov
United States Department of Agriculture	http://www.mypyramid.gov

3. COURSE CALENDAR

Week Of/Date	Fall 2010: TOPICS HED/PED 346	Chapter Readings
	Health Portion	
8/31	Introduction- "What is Health?" The need for Health Ed Coordinated School Health Programs & Planning for Health Instruction	1 2, 3
9/7	Health Ed. Standards: National & Rhode Island	3 & Review RI Health Instructional Outcomes Document

9/14	Mental and Emotional Health Substance Abuse Prevention	6, 7 13, 14
9/21	Safety and Injury Prevention Personal Health & Fitness *Website Evaluation is Due	19, 20 9, 10
9/28	Nutrition Disease Prevention *Literacy Integration is Due	17, 18 15, 16
10/5	Sexuality and Family Life Literacy Integration Presentations: Bring your book	11, 12
10/14	Exam	
	<u>PE Portion</u>	
10/19	Course Introduction, Orientation Why PE? PE Content Standards/Benchmarks	1
10/26	Managing the PE Lesson/ Infusing physical activity into academic lessons	6, 7, 8
11/2	Motor Development/ Movement Components Planning for Diverse Learners	2, 3, 5
11/9	Fitness/Physical Activity Brain Based Learning	4, 9
11/16	Creating a Safe Environment	11
11/23	Social Skills/ Recess Programs/Playgrounds	10, 12
11/25	NO CLASS: HAPPY THANKSGIVING!	
11/30	Final Student Presentations	
12/7	Last Week of Classes: REVIEW	
12/14	Exam Week	

4. REQUIREMENTS

Literacy Integration: Students are required to develop an integrated lesson using a piece of children's literature. (40% of health final grade) (RIPTS 1, 2, 3)

Website Evaluation: Students (alone or with a partner) are required to develop a health resource website evaluation checklist and apply the created checklist to at least 3 health-related sites. (30% of health final grade) (RIPTS 2)

Exam: There will be one objective-style exam covering information from the readings and class discussion. The exam will take place during the last week of the health portion of the course. (20% of health final grade) (RIPTS 2)

Participation: Students will earn credit for meaningful, active participation in class discussions and activities. (10% of health final grade) (RIPTS 11)

PTTP Artifact: 35%- Each student, working alone, must prepare, present, and submit a lesson plan. **The Physical Education lesson will be integrated with Health content.** This assignment will be used to indicate competency in HE/PE Standards and will be included in the Preparing to Teach Portfolio as an Artifact. (RIPTS 1, 2, 3, 4, 5, 8, 10, 11)

Examinations: 15%- The Health and Physical Education Examinations will include the textbook material as well as classroom activities and discussions. (RIPTS 2)

Homework: 20%- Reading journal entries, playground inspection, and webquest. (RIPTS 2, 3)

Observations: 10%- Each student will observe one elementary Physical Education class and one elementary Health Education class. Each class must be a minimum of 30 minutes in length. Students will submit a type-written analysis for each observation completed. The critical aspect of the assignment is the student's analytical, interpretive, and reflective comments about the various elements of the lesson. (RIPTS 11)

Healthy Lifestyle Tracking Program: 10%- Each student will be required to track personal physical activity and dietary habits throughout the semester. More information will be provided in class.

Class Participation & Attendance: 10%- Includes attendance and active participation in all class activities. Please see attendance policy below. (RIPTS 11)

GRADING SCALE

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A A-	94-100 90-93	Exceptional Learning Accomplishment
B+ B B-	87-89 83-86 80-83	Above Average/Superior
C+ C C-	77-79 73-76 70-73	Average
D+ D D-	67-69 63-66 60-63	Below Average/Inferior
F	< 60	Inadequate demonstration of learning to pass course

PARTICIPATION

*To participate in this class ALL students need to print, complete, and hand in the **Health History Questionnaire and the Responsibilities of Students and Faculty in Activity Courses** paper. These two papers must be returned to the instructor by the second day of class. If these forms are not turned in the student will NOT be able to participate in this course. Students may find both sheets on the RIC Health and Physical Education Website under the heading "January 2010: Important Information for Students..." If you have any questions please call the instructor directly.

OBSERVATIONS

To observe or teach in any school district all RIC students must have a **Background Check**. You need to have a background check for this course because you will be assigned two observations.

You have two options:

1. Choose to have the check done at the Attorney General's Office.
2. The RIC FSEHD office can do it for you. If you choose this option you must go to the FSEHD with the form, a \$5.00 check, and a copy of your license. The information and form are on the RIC website under the FSEHD homepage. Please look at this page as soon as possible. The FSEHD will only be accepting information on selected weeks. It takes a week to process. The sooner you get it done the better off you will be. If you have any questions please call me immediately. Thank you!

5. RIC POLICIES

3.9.1 Academic Dishonesty

(a.) **Examples of Academic Dishonesty include** (but are not limited to):

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
- Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- A low or failing grade on the assignment in which the offense occurred.**
- An additional assignment.**
- Reduction of the final grade up to and including failure.**
- Any combination of the above.**

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline consider further action.

(c) Board of College Discipline

- The Board of College Discipline shall consider cases referred to it and has the option to recommend any of the penalties available to the faculty member. **The Board also may place the student on academic probation or expel that student from the College.**

http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28

Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations. (2010, Spring). Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):

Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

The instructor reserves the right to change the syllabus at any point in the semester. Students will be notified in class of any changes. Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.