

**WAYNE STATE  
UNIVERSITY**  
COLLEGE OF EDUCATION

<b>Division</b>	Kinesiology, Health, and Sport Studies
<b>Program Area</b>	Health and Physical Education Pedagogy
<b>Course #</b>	KIN 5550
<b>Course Title</b>	Health and Physical Education for the Elementary School Teacher
<b>Section #</b>	001
<b>Term/Year</b>	Spring 2014
<b>Course Location</b>	Matthaei 128 (dance studio) and 110 (gym)
<b>Day/Time</b>	Mondays & Wednesdays 9:30 am – 12:30pm
<b>Instructor</b>	Roger S. Jackson
<b>Office Address</b>	263 Matthaei
<b>Office Hours</b>	Monday & Wednesday from 7:30am - 9:30am and by appointment.
<b>Telephone</b>	Cell 248-802-6142 Office(313) 577-4265
<b>Email</b>	<a href="mailto:mahperded@gmail.com">mahperded@gmail.com</a> <b>PLEASE US THIS EMAIL ADDRESS!</b>
<b>Course Description</b>	This course will focus on understanding developmentally appropriate physical education and health programs for elementary students, as well as planning and implementing instructional strategies in the classroom essential to developing healthy lifestyles.
<b>Course Outcomes</b>	Upon completion of the course, students will be able to: <b>Health:</b> <ul style="list-style-type: none"><li>▪ List and discuss the six categories of risk behaviors identified by the Centers for Disease Control and Prevention; analyze and predict the impact of health behaviors that support or place child health at risk based on them (1.6.1).</li><li>▪ Demonstrate the ability to teach strategies and skills that examine the relationship of safety, social-emotional health, healthy eating, physical activity, disease prevention, alcohol, tobacco and other drug use to health and learning (1.6.1).</li><li>▪ Discuss what the research shows regarding the effects of School Health Education (1.6.3).</li><li>▪ Review curricular models and programs for consistency with specific performance indicators and teaching strategies, such as the state-developed Michigan Model for Comprehensive School Health Education (1.6.3).</li><li>▪ Develop lesson plans using research-based methods to impact student knowledge, skills and behaviors that contribute to lifelong health (1.6.2).</li><li>▪ Demonstrate skills related to individual health including: effective interpersonal communication skills, the ability to solve problems, make decisions, set goals and resist peer pressure (1.6.4).</li><li>▪ Demonstrate strategies used to recognize, avoid and manage health and safety risks (1.6.4).</li></ul>

**Physical Education:**

- Formulate a philosophy about physical education for elementary school children
- Design developmentally appropriate physical education experiences
- Identify skill themes and movement concepts as the basis for elementary curriculum development
- Plan lesson plans using movement concepts and skill themes for elementary physical education
- Demonstrate various developmentally appropriate activities including locomotor skills, manipulative skills, and fitness activities through class participation, written lesson plans, and teaching experiences

**Required Texts**

Graham, G., Holt/Hale, S., & Parker, M. (2010). *Children moving: A reflective approach to teaching physical education (9<sup>th</sup> Edition)*. New York: McGraw-Hill.

Anspaugh, D.J. & Ezell, G. (2010). *Teaching Today's Health* (10<sup>th</sup> ed.). Boston: Allyn & Bacon.

**Additional readings may be posted to Blackboard. As such, you must activate your WSU access code/email account and be familiar with Blackboard.**

**Additional References**

Boyce, B. A. (2003). *Improving your teaching skills: A guide for student teachers and practitioners*. New York: McGraw-Hill.

Holt/Hale, S. A. (2009). *On the move: Lesson plans to accompany Children Moving* (6<sup>th</sup> ed.). New York: McGraw-Hill.

National Association for Sport and Physical Education (2004). *Moving into the future: The national standards for physical education*. Reston, VA: AAHPERD.

**Course Assignments and  
Evaluations**

<b>Assignment</b>	<b>Points</b>
Reading Content Quizzes (via blackboard)	100 (10 pts each)
Research Relationship Between Health and Learning	
Group Presentation	60
Group Presentation Handout	20
Health Lesson Plan	90
Practice Teaching	50
Reflection	10
Physical Education Lesson Plan	90
Practice Teaching	50
Reflection	10
Physical Education Interdisciplinary Lesson Plan	90
Physical Education Teaching Philosophy Assignment	80
Health Education Exam	
Part 1 – On Blackboard	30
Part 2 – Take Home	20
Physical Education Exam – On Blackboard	50
<b>TOTAL</b>	<b>750</b>

**Class Policies**

1. As an undergraduate student, it is expected that you are dedicated to your own professional development and, as such, you should maintain a high standard of integrity and personal responsibility.
2. You are expected to attend all class sessions, be on time to class, be courteous and respectful while participating, and be present for the duration of each class. Failure to meet such expectations will be reflected in your grade.
3. You are allowed one pre-arranged absence during the semester. Additional absences will result in a 10% deduction in your final grade. Arriving late or leaving early will be considered a partial absence, and will also result in a deduction to your final grade. In other words if you have an 83% after a second absence your final grade would be a 73%.
4. Professional attire is expected. Most class sessions will involve physical activity. Please dress in comfortable clothing that permits movement including athletic-style shoes. Hats, jog bras without a cover shirt, cut-off shirts, and articles of clothing that do not exemplify professionalism are not permitted.
5. Inappropriate behaviors during class such as being disrespectful to others, using laptops, reading, cell phone use (i.e., texting, etc.), **will not be tolerated**.
6. Assigned readings must be completed prior to each class session.
7. The schedule for the semester is tentative. It is expected that you be prepared for what is planned, and be flexible if changes to the schedule are required.
8. **All assignments are due on the due date in class (hard copy), and will NOT be accepted via email.**
  - There will be a 20% deduction each day an assignment is turned in late. For example, if a 100-point assignment is due on Monday and is turned in on Wednesday, the most that can be earned becomes 60 points.
9. All assignments must be typed and stapled together, identify your name, the course number, and the assignment title.
10. The syllabus, notes, and announcements will be posted on Blackboard. In addition, I will email individuals as well as the whole class to communicate important information using Blackboard. As such, you must activate your WSU email account. You may forward your WSU email to another account, but you must be able to communicate via WSU email for this course.

**Plagiarism** Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. **Students caught plagiarizing information from other sources will receive a failing grade in the course.** University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Class Schedule** See attached.

<b>Grading System</b>	A = 93% and above	A- = 90-92 %
	B+ = 87-89 %	B = 83-86%
	B- = 80-82 %	C+ = 77-79 %
	C = 73-76 %	C- = 70-72 %
	D+ = 67-69 %	D = 64-66 %
	D- = 60-63 %	E = 59 % and below

**Enrollment/Withdrawal Policy** Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10<sup>th</sup> full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**Attention Students With Disabilities**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observances Policy**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

### Class Schedule

Date	Topic & Project Due Dates	Reading Quiz – on bb due by 9 am
5/5	<ul style="list-style-type: none"> <li>▪ Introductions, Syllabus, &amp; Information Sheet</li> <li>▪ Discuss Health Projects (Select peer teaching skills/partners)</li> <li>▪ Introduction to Lesson Plan Writing</li> </ul>	
5/7	<ul style="list-style-type: none"> <li>▪ Introduction to the six categories of risk behavior</li> <li>▪ Research in School Health Education</li> <li>▪ Skills needed for successful teaching of health education</li> <li>▪ Barriers to teaching successful health education</li> <li>▪ State Standards for elementary health education</li> <li>▪ Michigan curricular models, curriculum, &amp; programs</li> </ul>	<i>Today's Health</i> Chapter 1, 2, 3, 4, & 5
5/12	<ul style="list-style-type: none"> <li>▪ Basic overall strategies for teaching health &amp; their value</li> <li>▪ Demonstrate specific teaching strategies for the 6 risk behaviors, communication, solving problems, decision making, goal setting, peer resistance</li> </ul>	<i>Today's Health</i> Chapter 6, 7, 9, & 10
5/14	<ul style="list-style-type: none"> <li>▪ <b>Relationship Between Health &amp; Learning Presentations</b></li> </ul>	<i>Today's Health</i> Ch 11, 12, 13, & 14
5/19	<ul style="list-style-type: none"> <li>▪ Health Practice Teaching – Day 1</li> <li>▪ <b>DUE Health Lesson Plan DUE</b></li> </ul>	<i>Today's Health</i> Ch 15, 16, 17, & 18
5/21	<ul style="list-style-type: none"> <li>▪ Health Practice Teaching – Day 2</li> </ul>	<i>Today's Health</i> Chapter 19 & 20
5/26	<ul style="list-style-type: none"> <li>▪ <b>NO CLASS – Memorial Weekend</b></li> <li>▪ <b>Health Exam – on blackboard &amp; take-home (due 5/30)</b></li> </ul>	
5/28	<ul style="list-style-type: none"> <li>▪ Value &amp; Purpose of Physical Education for Children</li> <li>▪ Skill Theme Approach</li> <li>▪ Skill Themes, Movement Concepts, National Standards</li> <li>▪ Establishing an Environment for Learning</li> </ul>	<i>Children Moving</i> Chapter 1, 2, 3, 9
6/2	<ul style="list-style-type: none"> <li>▪ Physical Fitness and Wellness for Children</li> <li>▪ Determining Generic Levels of Skill Proficiency</li> <li>▪ Developing the Content</li> <li>▪ Instructional Approach</li> </ul>	<i>Children Moving</i> Chapter 5, 6, 10, 27
6/4	<ul style="list-style-type: none"> <li>▪ Reflective Teaching</li> <li>▪ Observing Student Responses</li> <li>▪ Integrating the Skill Theme Approach Across the Curriculum</li> </ul>	<i>Children Moving</i> Chapter 4, 11, 32
6/9	<ul style="list-style-type: none"> <li>▪ Traveling</li> <li>▪ Chasing, Fleeing, and Dodging</li> <li>▪ Jumping and Landing</li> <li>▪ Kicking and Punting</li> <li>▪ Throwing and Catching</li> <li>▪ Volleying and Dribbling</li> <li>▪ Striking with Racquets and Paddles</li> <li>▪ Striking with Long-Handled Implements</li> </ul>	<i>Children Moving</i> Chapter 16, 17, 19, 22-26
6/11	<ul style="list-style-type: none"> <li>▪ Adventure Education</li> <li>▪ Educational Dance in Physical Education</li> <li>▪ <b>Physical Education Teaching Philosophy DUE</b></li> </ul>	<i>Handouts</i> <i>On Blackboard</i> <i>Power Points Folder</i>
6/16	<ul style="list-style-type: none"> <li>▪ PE Practice Teaching</li> <li>▪ <b>PE Interdisciplinary Skill Theme Lesson Plan DUE</b></li> </ul>	
6/18	<ul style="list-style-type: none"> <li>▪ <b>Physical Education Exam – on blackboard (due today 6/21)</b></li> <li>▪ <b>PE Practice Teaching continued.</b></li> </ul>	
6/23	Final Exam Day (Use as needed)	

**KIN 5550: Health and Physical Education for the Elementary School Teacher**

**Student Information**

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**Please print the following information:**

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Name: \_\_\_\_\_

Non-WSU Email Address: \_\_\_\_\_

Phone Numbers: Home: ( ) \_\_\_\_\_

Cell: ( ) \_\_\_\_\_

Major Teaching Area: \_\_\_\_\_

Minor Teaching Area: \_\_\_\_\_

What other information do you feel I need to be aware of? \_\_\_\_\_

\_\_\_\_\_

**Student Agreement**

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I have received a copy of the course syllabus for KIN 5550 and understand all aspects described in the syllabus.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_