

Salish Kootenai College
Physical Education and Health Enhancement
EDUC 350
Fall 2013



1. COURSE INFORMATION

- A. Course Number: EDUC 350
- B. Credits: 4
- C. Prerequisite: Admission to TEP Program
- D. Corequisite: EDUC 351
- D. This course is offered Fall Quarter
- E. Location: Education Building, Room 120
- F. Meeting Times: Monday and Wednesday 10:00-11:50

2. INSTRUCTOR INFORMATION

- A. Instructor: Amy Burland
- B. Office: Education Building, Room 131
- D. Telephone: 275-4761
- E. Email: amy_burland@skc.edu
- F. Office Hours: Monday and Thursday: 1:00-3:00

3. REQUIRED MATERIALS

- A. Required Textbook: Dynamic Physical Education for Elementary School Children (14th, 15th, 16th, or 17th edition) by Robert P. Pangrazi
- B. Handouts from instructors
- C. An SKC student e-mail and Moodle account (acquired through the SKC IT Department).

4. COURSE DESCRIPTION

Physical Education and Health Enhancement provides the candidate with an understanding and application of concepts related to specific planning, organizing, and teaching an elementary health and physical education program. Teaching methods, organization and group process, maturational considerations, sequences in a variety of instructionally and developmentally appropriate activities, and assessment techniques will be understood, experienced, and applied.

4A. RELATION TO THE CONCEPTUAL FRAMEWORK

Program objectives provide the framework and direction for the physical education curriculum. Systematic and effectively taught physical education guides achievement of the major content standards, including movement competence, and maintaining physical fitness, as well as learning, personal health and wellness skills.

The Conceptual Framework: Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d'Oreille and Kootenai people.

- A. Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
- B. Learning communities foster the construction of knowledge.
- C. Reflective practice leads to professional development.
- D. The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
- E. Effective communication, critical thinking, cultural understanding and citizenship are essential to effective teaching.

4B. COURSE RATIONALE

Physical education contributes to the total growth and development of each child, primarily through movement experiences.

5. COURSE OBJECTIVES

As a result of having taken this course, students will:

1. Demonstrate their philosophical framework upon which to build meaningful curricular experiences in health and physical education (reading responses and lesson plans).
2. Apply major anatomical, mechanical, psychological and physiological laws and theory to physical education and health programming (reading responses and lesson plans).
3. Demonstrate an understanding of maturational factors that play into preschool and elementary physical education curriculum selection (reading responses and lesson plans).
4. Demonstrate knowledge of a wide range of curricular opportunities, approaches, and options available to the physical educator in the areas of movement education, sensory-motor, perceptual-motor programming, games and sports, rhythmic activities, fitness activities and gymnastics (lesson plans and participation).
5. Plan meaningful physical education and health experiences (lesson plans).
6. Facilitate meaningful physical education and health experience (lesson plans and presentations).
7. Implement management strategies which help to insure safe and effective teaching (lesson plans, reading responses, and lesson presentation).
8. Evaluate the quality and effectiveness of physical education and health instruction (peer critiques, reading responses, and lesson plan reflections).

5A. CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructors.

Student Objectives:

1. Students will explain the history of traditional Native American games as they are played.
2. Students will make Native American game equipment.
3. Students will share and compare family and tribal game rules and play as individuals from similar and diverse cultures.

5B. CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

Student Objectives:

1. Students will critique lessons presented by peers based on best practices in management, lesson objectives, and activities.

5C. INTASC Principles addressed. Assessments in bold are to be included in student portfolios

Indicators:	Type	Assessments
INTASC Principle 1: Making Content Meaningful 1a. understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. 1b. creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. 1c. The candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner.	Knowledge Skills Dispositions	Exams Unit and Lesson plans
INTASC Principle 2: Development of Learners 2a. Understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning. 2b. understands that students’ physical, social, emotional, moral and cognitive development may be individually variable. They know how this may influence learning and how to address these factors when making instructional decisions. 2d. brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.	Knowledge Knowledge Dispositions	Unit and Lesson Plans Field Experience Lesson Presentation Course Reading Assignment Responses Final Exam
INTASC Principle 4: Instructional Strategies/Problem Solving 4a. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated. 4b. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.	Knowledge Knowledge	Unit and Lesson Plans Field Experience Lesson Presentation Assessment plans
INTASC Principle 7: Instructional Planning 7a. knows when and how to adjust plans based on student responses and other contingencies.	Knowledge	

7b. is able to select and create learning experiences that demonstrate understanding of the learning stages of students and incorporate educational learning theory.	Skills	Unit and Lesson Plans Field Experience Lesson Presentation Assessment plans
7c. designs and implements lessons that align with curriculum goals and demonstrate knowledge of subject matter while providing opportunities for students to explore relevant cultural aspects of the community.	Skills	
INTASC Principle 8 8a. understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.	Knowledge	Unit and Lesson Plans Field Experience Lesson Presentation Assessment plans
8c. appropriately uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.	Skills	

*** Only one unit plan or lesson is required from this course for portfolio. Candidates may select lesson and decide which section of his/her portfolio is most relevant for placement.**

6. COURSE REQUIREMENTS

Assignment Descriptions: (all written assignments must be submitted through Moodle and are due at midnight each Sunday according to the assignment schedule provided by the instructor).

- Attend all course meetings.** (100 points)
- Plan a 2-week health enhancement unit (4 Health-related lessons and 6 PE-related lessons based on 2 weekly health lessons and 3 weekly PE lessons in an elementary curriculum).** PE Lesson to be used in the Field Experience requirements will be taken from this unit. (40 points)
- Teach a health lesson to peers in the class** for elementary grade level of choice. 20-40 minute lesson taught to the class aside from preparation of any materials needed for the lesson. Reflection/evaluation of lesson. Electronic copies of the lesson will be compiled to distribute to classmates and instructor. (30 points)
- Teach one PE Lesson to peers in class** – this can be a trial run for the lesson taught out in the field for the EDUC 351 course. (30 points) Students are encouraged to teach the same lesson that he/she is planning for the Field Experience requirement. PE lessons are chosen from Lesson Plan book that is aligned with the book and are part of the 2-week Health Enhancement Unit.
- Reading Assignment Responses** – 10 chapters, (10 points each) - submitted through Moodle by Sunday at midnight each week. Late assignments (all assignments that miss the midnight cut-off time implemented by Moodle) will be docked 20% and must be emailed to the instructor with the subject line "EDUC 350" within one week past the due date. Assignments more than one week overdue will earn 0 credit. **Make sure you use these responses to "process" the information by putting it into your own words. The SKC plagiarism policies apply to reading responses.** (100 points)
- Final exam** – essay questions reflecting on class materials and information. (100 points)

7. CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 4 credit course, delivered over a 10 week term will approximate: 4 hours/week classroom or direct faculty instruction for a total of 40 hours of seat time.

In addition, out-of-class student work will approximate a minimum of 6 hours each week.

8. GRADING SYSTEM (400 points) A=90-100% (360-400 pts); B=80-89% (320-359 pts); C=70-79% (280-319); D=60-69% (240-279 pts.); F=59% and below (239 and less pts)

An incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

Participation = 100 points

Health Enhancement 2 week Unit – 40 points

Prepare and Teach Health Lesson to classmates – 30 points

Prepare and Teach PE Lesson to classmates – 30 points

Reading Assignment Responses – 100 points

Final Exam – 100 points

9. ATTENDANCE:

As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations, critique classmate presentations, and other class activities. A variety of class activities, discussions and presentations will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities and earn participation points for the meeting. **Students who miss 4 classes will be asked to withdraw. 4 late or early departures from class will equal one absence. There are no excused versus unexcused absences - both result in missing experiences that cannot be recreated or made up.**

Again, students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor(s) at the beginning of class. Communication with the instructors is very important; if students know that they will have to miss a class, they must contact one of the instructors ahead of time. As stated above, there is no way to make up what is covered in class whether absence is considered “excused” or “unexcused”. **If an absence is needed, contact the instructor ahead of time and arrange for someone in the class to pick up handouts and other materials and information presented. Don't expect the instructor to make accommodations for your absence.**

****If a complication arises and arrangements are made ahead of time, the instructor will exercise her right to make an exception based on responsibility and respect shown by individual students through punctuality, participation, and effort shown in class.***

1) Preparation for Class:

Students are expected to have assignments submitted through Moodle according to deadlines. The department provides printing at no cost – so for assignments that re-

quire printing - someone's printer being out of ink is not a valid excuse and such assignments will be considered late.

Teaching Lessons: Individuals who are not prepared on the scheduled day for a lesson that they are teaching (not presenting – TEACHING) will receive 50% of the earned grade. Preparedness for lessons includes having all materials prepared before class begins and being ready to teach on scheduled day.

Rewriting Assignments: In cases where assignments are judged to be poor quality, students may request consideration for a rewrite of the assignment. This request must be made by the end of the first week of seeing the grade. Revisions must be submitted no later than the second class meeting from the time the assignment was handed back. Revisions will not be accepted after that date.

**No extra credit or alternate assignments are available because of late assignments and loss of participation points due to absences.*

**Again, if a complication arises and arrangements are made ahead of time, instructors will exercise their right to make an exception based on responsibility and respect shown by individual students through punctuality, participation and effort shown in class.*

10. OTHER:

- 1) **Reasonable Accommodations** are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Student may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, 406-275-4968) or consult the SKC web page for Students with Disabilities for more information.
- 2) **Cell Phones:**
 - a. Students must keep cell phones in the **off** position during class. Any student who chooses to either make a call, text someone, or take a call during class will be asked to leave for the remainder of the class period. (This does not include calls made during class breaks.)

Taken from the SKC student handbook page 31 Section VI Good Things To Know:

CELL PHONES: SKC recognizes that many students, faculty, and staff are using cellular phones. Students, faculty, and staff have expressed concerns about the use of these phones due to the disturbances and distractions caused by ringing phones as well as by the individual answering and leaving the room while a class is in session. Therefore, it is the policy of SKC that all cellular phones are turned off during class. Continued disruption could result in suspension.

3) Children on Campus:

Taken from the SKC student handbook page 31 Section VI Good Things To Know:

CHILDREN ON CAMPUS: Children must be supervised at all times while on campus. **Children are not allowed in classrooms while class is in session.** Please do not leave them unattended in the lounge or hallways.

4) **Plagiarism**

The instructors will exercise their right to fail students who engage in **academic dishonesty**, including plagiarism. **This includes your reading responses** – don't just copy out of the book. Put it in your own words-that is the point of the assignments – to process that information.

11. COURSE OUTLINE

- Week 1: Introduction of EDUC 350 and 351 Requirements
- Week 2: P.E. Management and Activities
- Week 3: P.E. Lesson Development and Instruction
- Week 4: Students Teach and Critique Peer P.E. Lessons
- Week 5: Students Teach and Critique Peer P.E. Lessons
- Week 6: Students Teach and Critique Peers P.E. Lessons
- Week 7: Health Curriculum and Instruction
- Week 8: Students Teach and Critique Peer Health Lessons
- Week 7: Students Teach and Critique Peer Health Lessons
- Week 8: Students Teach and Critique Peer Health Lessons
- Week 9: Students Teach and Critique Peer Health Lessons
- Week 10: Complete Field Experience/Practicum and Submit Paperwork
- Week 11: Course Review and Wrap-Up including Final Exam

*The instructor reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.