

**Salish Kootenai College**  
**Physical Education and Health Enhancement**  
**EDUC 350**  
**Winter 2017**



**1. COURSE INFORMATION**

- A. Course Number: EDUC 350
- B. Credits: 4
- C. Prerequisite: Admission to TEP Program
- D. Co-requisite: EDUC 351
- D. This course is offered Winter Quarter
- E. Location: Education Building, Room 120/JMHC Gym
- F. Meeting Times: Monday and Wednesday 9:00-10:50

**2. INSTRUCTOR INFORMATION**

- A. Instructor: Amy Burland
- B. Office: Education Building, Room 131
- D. Telephone: 275-4761
- E. Email: [amy\\_burland@skc.edu](mailto:amy_burland@skc.edu)
- F. Office Hours: Monday and Wednesday: 1:00-4:00

**3. REQUIRED MATERIALS**

- A. Required Textbook: Dynamic Physical Education for Elementary School Children (14th, 15th, 16th, or 17th edition) by Robert P. Pangrazi
- B. Health Enhancement Resource Binder for handouts/resources
- 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 teaching lesson 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

1. This course will encourage critical thinking skills by having students apply and critique course information. Students will critique lessons presented by peers based on best practices in management, lesson objectives, and activities. Unit plans will embed critical thinking skills into lesson activities.

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

Indicators:	Type	Assessments
<p><b>INTASC Principle 1: Making Content Meaningful</b></p> <p>1a. understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>1b. creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.</p> <p>1c. The candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner.</p>	<p>Knowledge</p> <p>Skills</p> <p>Dispositions</p>	<p>Exams</p> <p><b>Unit and Lesson plans</b></p>
<p><b>INTASC Principle 2: Development of Learners</b></p> <p>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.</p> <p>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.</p> <p>2d. brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.</p>	<p>Knowledge</p> <p>Knowledge</p> <p>Dispositions</p>	<p>Unit and Lesson Plans</p> <p>Field Experience Lesson Presentation</p> <p>Course Reading Assignment Responses</p> <p>Final Exam</p>
<p><b>INTASC Principle 4: Instructional Strategies/Problem Solving</b></p> <p>4a. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.</p> <p>4b. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.</p>	<p>Knowledge</p> <p>Knowledge</p>	<p>Unit and Lesson Plans</p> <p>Field Experience Lesson Presentation</p> <p>Assessment plans</p>
<p><b>INTASC Principle 7: Instructional Planning</b></p> <p>7a. knows when and how to adjust plans based on student responses and other contingencies.</p> <p>7b. is able to select and create learning experiences that demonstrate understanding of the learning stages of students and incorporate educational learning theory.</p> <p>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.</p>	<p>Knowledge</p> <p>Skills</p> <p>Skills</p>	<p>Unit and Lesson Plans</p> <p>Field Experience Lesson Presentation</p> <p>Assessment plans</p>

<p><b>INTASC Principle 8</b> 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.</p> <p>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.</p>	<p>Knowledge</p> <p>Skills</p>	<p>Unit and Lesson Plans Field Experience Lesson Presentation Assessment plans</p>
<p>PEPP 10.58.508 Candidates (b) (vi) demonstrate knowledge, and understanding, of and use of the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; major concepts in the subject matter of health education to create opportunities for student development and</p> <p>(g) demonstrate knowledge, and understanding, of and use of human movement and physical activity as central elements to of skills that contribute to good health; foster active, healthy life styles and enhanced quality of life for elementary students.</p>	<p>Skills</p> <p>Skills</p>	<p>Planning and Teaching Lessons out in the Field</p>

**\* Unit plan or lesson plans from this course may be used for your TEP II Portfolio. Candidates may select units/lessons in sections that offer personal choice of which units to include.**

## 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 included at the end of this syllabus.)

- a. **Attend all course meetings.** (90 points)
- b. **Plan a 3-lesson health unit (20 points) and teach one 30 to 40 minute health lesson from the unit plan to peers (30 points)** in the class with a reflection/evaluation of lesson and self-assessment. Final draft of the units will be distributed to classmates and instructor upon teaching a lesson from the unit. Classmates will include peer units in Course Resource Binder.
- c. **Plan a 3 lesson PE Unit (20 points) and teach one 40 to 50 minute PE lesson from the unit plan to peers in class (30 points)** – this can be a trial run for the lesson taught out in the field for the EDUC 351 course. 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 Health Enhancement Unit.
- d. **Reading Assignment Responses** – 10 chapters, (5 points each – 50 points) - submitted through Moodle by midnight on Sunday nights. Students who miss the Moodle deadline may still submit the assignment and be docked 20% of the grade earned. 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. Questions are assigned for first 7 chapters except for the PE topic Chapter specific to your Unit topic. Your topic Chapter response will be the same as the description below in the Free Choice chapters.

Free choice chapters (choose 3 out of the 6) for last 3 reading assignments. Minimal response should include 5 paragraphs for peers who do not choose that chapter. In the first paragraph provide an overview of what the chapter is about. Second, third and fourth paragraphs share topics of new information that you learned (one per paragraph). Last paragraph, how you will use this information in your teaching.

## 7. CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 4 credit course, delivered over an 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 5-8 hours each week.

## 8. GRADING SYSTEM

**A=90-100% (198-220 pts);**  
**B=80-89% (176- 197 pts);**  
**C=70-79% (154-175 pts);**

**D=60-69% (132-153 pts);**  
**F=59% and below (131 or less pts)**

### Point Distribution:

Attendance/Participation – 37%  
Unit Plans – 17%

Teaching Peers – 25%  
Reading Assignments – 21%

*An incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or other situation deemed necessary by instructor's discretion.*

## 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 or more classes will be asked to withdraw. 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 the instructor 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.**

1) **Preparation for Class:**

Students are expected to come to class on time and have assignments submitted through Moodle according to deadlines. Assignments submitted past the due date will be docked.

**Teaching Lessons:**

Individuals who are not prepared on the scheduled day for a lesson that they are teaching should find someone in class to trade times. It is very unprofessional to just show up unprepared or not show up at all. At this point in the program, students are expected to be professionals. 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.

*\*No extra credit or alternate assignments are available because of late assignments and loss of participation points due to absences. However, if a student chooses to submit reading responses for more than 3 of the Chapters of Choice, they will be able to earn 5 pts per chapter or the earned grade for those chapter over and above the required number (3).*

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

**10. OTHER:**

**a. Reasonable Accommodations**

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. Students may contact the College's Disability Officer, Linda Pete, in the Bookstore Building Room 111. Her email is [linda\\_pete@skc.edu](mailto:linda_pete@skc.edu) and phone number is 275-4968.

**b. SKC Retention**

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you “disappear” from class or if he/she is concerned about your attendance and performance). Any student who does not come to class the first week is automatically referred according to SKC retention policies in place. *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: [retention@skc.edu](mailto:retention@skc.edu))

c. **Cell Phones:**

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.)

d. **Academic Honor Code**

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work, allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism by always acknowledging the ideas of others through citing your sources of the information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

**11. Title IX**

The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered "**Responsible Employees**" which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting,

students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.



## EDUC 350 Physical Education and Health Methods Course Outline

Week	Date	Location	Day Plan	Assignments Due Date
1	Jan 9	Stevenson Building	Course Introduction/Requirements Health Enhancement Standards	
	Jan 11	Stevenson Building	EDUC 351 Requirements and Management Strategies Sign up for PE and Health Lesson Topics	OPI Teacher Hub Course Completion Certificate
2	Jan 16		Martin Luther King Holiday (No Class)	Readings (2 Chapters) * <a href="#">Preparing a Quality Lesson</a> and * <a href="#">Your PE Unit Chapter Topic</a>
	Jan 18	Gym	Management commands in gym/No equipment games	
3	Jan 23	Gym	Level 1 PE Lesson: Locomotor Speed	Readings (2 Chapters): <a href="#">Improving Instructional Effectiveness</a> and <a href="#">Management &amp; Discipline</a>
	Jan 25	Gym	Cooperative Skills, Activities with Equipment	PE Units printed out and ready to share with a partner for feedback and then submit.
4	Jan 30	Gym	Recess Games,	Reading: (1 Chapter) <a href="#">Facilities, Equipment &amp; Supplies</a>
	Feb 1	Stevenson Building	Young Athletes Special Olympics Training	
5	Feb 6	Gym	(3) Students Teach Peers PE Lessons	Readings (1 Chapter) <a href="#">Children with Disabilities</a>
	Feb 8	Gym	(2) Students Teach Peers PE Lessons	
6	Feb 13	Gym	(2) Students Teach Peers PE Lessons	Readings (1 Chapter): <a href="#">Evaluation</a>
	Feb 15	Stevenson Building	Emotional Health and Bullying Health Lesson	Health Unit ready for peer review and then submit.
7	Feb 20		Staff and Faculty In-service (No Class)	Readings: * <a href="#">Chapter of Choice</a>
	Feb 22	Stevenson Bldg	Health Enhancement Emotional Health Lesson (PAX)	

8	Feb 27	Stevenson Bldg	Communicable Diseases Lesson	Readings: *1 Chapter of Choice
	Mar 1	Stevenson Bldg	Students Teach Peers Health Lessons	
9	Mar 6	Stevenson Bldg	Students Teach Peers Health Lesson	Readings: *1 Chapter of Choice
	Mar 8	Stevenson Bldg	Students Teach Peers Health Lesson	
10	Mar 13	Stevenson Bldg	Classroom PE and Health Activities: Poster PE, Tinikling	Submit Field Experience Packets with Self Assessment
	Mar 15	Stevenson Bldg	Health and PE Activities: Stacking Cups,	
<p><b>*Chapters of Choice to “choose” from:</b></p> <ul style="list-style-type: none"> <li>• Integrating Academic Concepts in PE</li> <li>• Promoting and Monitoring Physical Activity <ul style="list-style-type: none"> <li>• Physical Fitness</li> <li>• Active and Healthy Schools</li> <li>• Movement Concepts and Themes</li> </ul> </li> <li>• Fundamental Motor Skills and Introductory Activities</li> </ul>				