

ChAD/Kin 149 – Child Health and Physical Activity – Spring 2013

Instructor: Amita Shah
Phone Number: 408.924.3718 (email preferred)
Office: SH 340
Office Hours: W 2:20-3:20pm & by appointment
E-mail: amita.shah@sjsu.edu

Instructor: Michael Sullivan
Phone Number: 924-3057 (use email)
Office: SPX 301
Office Hours: M/W 7:00-8:30am
E-mail: michael.sullivan@sjsu.edu

Course Description:

An integrative approach to understanding the multiple factors that impact children's health and physical fitness and that influence the development of lifelong health- and fitness-related habits. Emphasis is on the inter-relationships between health and fitness and cognitive, social, and emotional well-being.
Prerequisite: Upper division standing. Units: 3.

Course Objectives:

This course is designed to provide students with the opportunity to explore a variety of topics relating to promoting or impeding children's physical development, overall fitness, health and well-being, in the context of families and schools. Upon successful completion of the course, the student will be able to demonstrate an understanding of:

- (1) basic movement skills, exercise physiology as it applies to health and physical fitness; and movement forms and they might be taught across the content areas;
- (2) physical growth and development, and self-image;
- (3) social aspects of physical education; and cultural and historical aspects of movement forms;
- (4) developmentally, culturally and contextually appropriate teaching strategies relevant to the content standards in physical education and health.

Required and Recommended Course Readings:

Telljohann, S., Symons, C., & Pateman, B. (2009) *Health Education – Elementary and Middle School Application*, 6th edition. San Francisco, CA: McGraw-Hill. (REQUIRED) **(HE)**

Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide, 3rd Edition. National Association for Sport and Physical Education. (REQUIRED) **(PB)**

Health Framework for California Public Schools Kindergarten through Grade Twelve, California Department of Education, (2003). (HFCPS) This document is available for purchase at our bookstore, but may also be accessed online at: www.cde.ca.gov/ci/cr/cf/index.asp (Click on "All Curriculum Frameworks" and then click on "Health Framework.") (RECOMMENDED/SKIM ONLY) **(HFCPS)**

California Physical Education Framework (2009). (Click on "All Curriculum Frameworks" and then click on "PE Framework.") Accessible at: www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf (RECOMMENDED/SKIM ONLY) **(PEF)**

Additional readings will be posted on our class yahoo-page.

Course Assignments:

Midterm:	MC/essay questions	20 points
Assignment 1:	Web site evaluation	5 points
Assignment 2a:	Sports research report	10 points
Assignment 2b:	Sports discussion write-up	5 points
Assignment 3a:	Service-Learning report	15 points
Assignment 3b:	Service-Learning discussion write-up	5 points
Assignment 4a:	Lesson Plan	20 points
Assignment 4b:	Peer Evaluation	5 points
Final Exam:	MC/ essay questions	15 points

Grading Scale:

Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

A+ 98-100%	B+ 88-89%	C+ 78-79%	D+ 68-69%	F < 60%
A 93-97%	B 83-87%	C 73-77%	D 63-67%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

Course Expectations:

- 1) Desire 2 Learn (D2L) will be used for all assignment instructions and other relevant information.
- 2) All assignments turned in late will result in a 10% grade reduction for each class day the assignment is late, unless a documented and compelling reason is provided.
- 3) All assignments (except in class assignments) must be typed and submitted to Dropbox on desire2learn. You must turn in a hard copy of all your papers to us in addition to your Dropbox submission. To find the website: <https://sjsu.desire2learn.com>
- 4) All written work is intended to be the creation of the individual turning in the assignment; no student may use another student's work and claim it as his/her own. Correctly use referenced materials. Do not plagiarize. It is the role and obligation of each student to be aware of the University's Academic Integrity Policy (S04-12), attached.

Dropping and Adding:

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. See the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Services and Resources:

The following services and resources are available to all SJSU students, to assist them as they strive for success in their academic work:

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center: The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information (<http://www.sjsu.edu/larc/>).

SJSU Writing Center: The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center: The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Accommodations for Students with Special Needs:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that all students with disabilities register with DRC to establish a record of their disability. Students should contact the Disability Resource Center (DRC), ADM 110, 408-924-6000 (voice) or 408-924-5990 (TTD). You may access their policies and services via the internet at www.drc.sjsu.edu/policies/default.htm.

Classroom Protocol:

Students are expected to attend class unless compelling circumstances arise. Students are expected to arrive and settle by the beginning of lecture and to wait for class to be dismissed before gathering their materials in preparation for leaving. In the event that you anticipate needing to leave early, please notify the instructor by the start of class, and if possible, sit somewhere where your departure will be minimally disruptive. Cell phones and other noise-making devices must be turned off or silenced. Students are expected to comport themselves in a manner that is respectful of others and that does not disrupt class activities.

ChAD/Kin 149 - Tentative Course Outline

- 1/23 **Introduction to Course:** General overview of the course, its requirements and expectations.
- 1/28 & 1/30 **The Need for Health Education and Physical Education :** National trends in health (or lack thereof), and the role schools can play in fostering healthy life-long habits for children and youth and their families.
Readings: Chapters 1 and 2 in HE. Chapter 1 in PB
- 2/4-2/11 **Principles of Curriculum and Instruction for Health Education and Physical Education:** State frameworks guiding curriculum development; (almost) everything you ever wanted to know about planning and assessing the effectiveness HE and PE lessons appropriate for K-8 students.
Readings: Chapters 3 and 4 in HE; Chapters 9, 10, 11 & 12 in PB
Skim Appendix A, B and C in HE and Chapter 6 in PEF if you have them
Assignment 1: Web-site evaluation (turn in hard-copy in class and upload to D2L Dropbox)
- 2/13 **Family Life Education:** Promoting and taking advantage of culturally-sensitive school-family connections. Sex Education.
Reading: Chapter 13 in HE
- 2/18 **Growth and Development:** Milestones and benchmarks of physical development, birth through adolescence, as they apply to health and physical education.
Reading: Chapter 2 in PB
- 2/20 & 2/25 **Personal Fitness and Health:** Basic movement concepts and skills; exercise physiology, health and physical fitness.
Reading: Chapters 5, 6, 7 and 8 in PB
- 2/27 & 3/4 **Safety and Injury Prevention:** What you need to know about preventing and treating common injuries.
Readings: Chapter 8 in HE
- 3/6 **Sports research report and discussion.** Students will discuss their sports research in class groups.
Assignment 2a: Sports research report (write-up of your own work; turn in hard copy in class and upload to D2L Dropbox)
Assignment 2b: Sports research report discussion write up (in-class write-up of other students' research – you do not need to upload this write-up to D2L Dropbox)
- 3/11 **Midterm Review Day**
- 3/13 **Midterm.** You are responsible for material covered in lectures and readings for 1/25-3/12. (upload take-home portion to D2L Dropbox and turn in hard copy in class)
- 3/18 **Health and Wellness.** Infectious and non-infectious conditions; effective instructional strategies for teaching disease prevention and control. What you need to know about preventing and treating common illnesses.
Reading: Chapter 9 in HE
- 3/20 **Environmental Education:** Teaching children and adolescents to be stewards of the environment.

- Readings:** TBA
- 4/3 **Substance Use and Abuse:** Information about the incidence of substance use and abuse. The importance of drug awareness education; effective instructional strategies for drug abuse education and prevention programs.
Reading: Chapters 11 & 12 in HE
- 4/8 **Nutrition and Healthy Eating:** Age-appropriate and culturally-sensitive parameters of sound nutrition. The role of nutrition and nutrition education in fitness and health.
Reading: Chapter 6 in HE; Chapter 4 in PB
- 4/10 **Consumer and Community Health:** Teaching children and adolescents to be wise consumers of information and products.
Readings: Chapter 4 in HFCPS (skim on-line, if you don't purchase the book)
- 4/15 & 4/17 **Mental and Emotional Health:** Promoting emotional health, well-being and resiliency; understanding factors that threaten emotional health and well-being.
Readings: Chapter 5 in HE; Bonnie Benard chapter (posted on our yahoo-page)
- 4/22 & 4/24 **Abuse and bullying:** Everything you need to know about the conditions that spawn abuse and bullying, as well as their consequences. Prevention and intervention strategies.
Reading: Chapter 10 in HE
- 4/29 **Community Service-Learning Day.** Students discuss their service-learning experiences in structured small groups.
Assignment 3a: **Service-Learning report** (write-up of your own work; turn in hard-copy in class and upload to D2L Dropbox)
Assignment 3b: **Service-Learning Discussion write up** (in-class write-up of other students' community service)
- 5/1 **Sports research challenge reports and demonstrations.** Share what you actually did to follow up on Assignment 2a&b.
- 5/6 & 5/8 **LESSON PLANS:** Students will teach a 15-minute health or physical education lesson to a group of 4-6 students.
- 5/13 **Wrap-up and reprise:** Pulling it all together.
Assignment 4a: **Lesson plans** (turn in hard copy in class and upload to D2L Dropbox)
Assignment 4b: **Peer evaluation** (you do not need to upload the peers evaluation to D2L Dropbox)
- 5/20 **Monday, 9:45-12pm Final Exam for the MW 10:30-11:45am section.** (upload take-home portion to D2L Dropbox)
- 5/15 **Wednesday, 9:45-12pm: Final Exam for the MW 12:00-1:15pm section.** (upload take-home portion to D2L Dropbox)