San José State University
Department of Kinesiology/Department of Child & Adolescent Development
ChAD/Kin 149: Child Health and Physical Activity
Spring 2016, section 1

ChAD instructor: Laura Pirazzi
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KIN instructor: Farzaneh Ghiasvand, Ph.D.
Phone Number: 408-924-3022
Office: YUH 244
Office Hours: MW 12:00 – 1:00 pm & by appointment
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Class Information: Mondays & Wednesdays 10:30-11:45am; SH 434

Course Description: An integrative approach to understanding the multiple factors than 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:


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)

University Policies:

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.
Resources for Students:

SJSU Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services: The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Course Requirements and Assignments:

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf. All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

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.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking the messaging system in Canvas to learn of any updates.

Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1:</td>
<td>Website evaluation</td>
<td>5 points</td>
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<tr>
<td>Assignment 2:</td>
<td>Sports Research report</td>
<td>10 points</td>
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<td>Assignment 3:</td>
<td>Service Learning report</td>
<td>15 points</td>
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<td>Assignment 4:</td>
<td>Lesson Plan report</td>
<td>20 points</td>
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<tr>
<td>Participation:</td>
<td>In-class group activities</td>
<td>5 points</td>
</tr>
<tr>
<td>Midterm:</td>
<td>Multiple choice/short answer and take-home</td>
<td>15 points</td>
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<tr>
<td>Final Exam:</td>
<td>Multiple choice/short answer and take-home</td>
<td>15 points</td>
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**Grading:**
All assignments (except in-class assignments) must be typed and submitted to the proper submission folder in Canvas.

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.

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).

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>93-97%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
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ChAD/Kin 149, section 1 - Tentative Course Outline
*(Schedule is subject to change with fair notice. Changes will be announced in class and/or Canvas.)*

2/1  
**Introduction to Course:** General overview of the course, requirements and expectations.

2/3 & 2/8  
**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. (KIN)  
**Readings:** Chapters 1 and 2 in HE; Chapter 1 in PB

2/10  
**Growth and Development:** Milestones and benchmarks of physical development, birth through adolescence, as they apply to health and physical education. (KIN)  
**Reading:**  
Chapter 2 in PB

2/15, 2/17 & 2/22  
**Principles of Curriculum and Instruction for Health Education and Physical Education:** State frameworks guiding curriculum development; planning and assessing the effectiveness of health lessons appropriate for K-8 students. (ChAD)  
**Readings:** Chapters 3 and 4 in HE; Chapters 9, 10, 11 & 12 in PB  
**Assignment 1:** Website evaluation due 2/17 (to Canvas only)  
**Skim:** Appendix A, B and C in HE and Chapter 6 in PEF if you have them

2/24, 2/29 & 3/2  
**Personal Fitness and Health:** Basic movement concepts and skills; exercise physiology, health and physical fitness. (KIN)  
**Reading:** Chapters 5, 6, 7 and 8 in PB

3/7  
**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. (ChAD)  
**Reading:** Chapter 9 in HE

3/9 & 3/14  
**Mental and Emotional Health:** Promoting emotional health, well-being and resiliency; understanding factors that threaten emotional health and well-being. (ChAD)  
**Reading:** Chapter 5 in HE
3/16 Midterm Review; Sports research report and discussion: Students will discuss their sports research in class groups.

Assignment 2: Sports research report write-up due (to Canvas only)
Sports research discussion due by the start of next class (to Canvas only)

3/21 Midterm: In-class and take-home. Take-home portion due to Canvas by the start of class.

3/23 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. (KIN)
Reading: Chapters 11 & 12 in HE

3/28 & 3/30 Spring break

4/4 Safety and Injury Prevention: What you need to know about preventing and treating common injuries. (KIN)
Reading: Chapter 8 in HE

4/6 Nutrition and Healthy Eating: Age-appropriate and culturally-sensitive parameters of sound nutrition. The role of nutrition and nutrition education in fitness and health. (KIN)
Readings: Chapter 6 in HE; Chapter 4 in PB

4/11 Consumer and Community Health: Teaching children and adolescents to be wise consumers of information and products. (KIN)
Reading: Chapter 4 in HFCPS (skim on-line, if you don’t purchase the book)

4/13 Family Life Education: Sex Education- Promoting and taking advantage of culturally-sensitive school-family connections. (ChAD)
Reading: Chapter 13 in HE

4/18 Environmental Education: Teaching students to be stewards of the environment. (ChAD)

4/20 & 4/25 Abuse and bullying: Everything you need to know about the conditions that spawn maltreatment, abuse and bullying, as well as their consequences. Prevention and intervention strategies. (ChAD)
Reading: Chapter 10 in HE

4/27 Community Service Learning Day. Students discuss their service-learning experiences.
Assignment 3: Service Learning written report due (to Canvas only)
Service Learning discussion due by the start of next class

5/2 Wrap-up (KIN); Sports research report part 3

5/4 Lesson plan prep day

5/9 & 5/11 Assignment 4: LESSON PLANS. Students will teach a 15-minute health or physical education lesson to a group of 4 students.

5/16 In-class final exam

Tues 5/24 Take-home final due to Canvas by 9:45am

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