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

ChAD instructor: Laura Pirazzi  
Office: SH 232  
Office Hours: MW 12:00-1:00pm & by appointment  
E-mail: laura.pirazzi@sjsu.edu

KIN instructor: Seung Ho Chang, Ph.D.  
Office: SPX 111  
Office Hours: MW 12:00-1:00pm & by appointment  
E-mail: seungho.chang@sjsu.edu

Class Information: Mondays & Wednesdays 10:30-11:45am; SH 434

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 related 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.

Service Learning: This is a service learning (SL) course. Students must complete a CSU-SJSU Learning Plan & Participation Guide, participate only with an SJSU approved partner organization, and enter all required SL information in the SJS4-Spartans 4 Service database. More details are available at: http://sjs4.sjsu.edu/

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:**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

**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.

**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:**

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Website evaluation</td>
<td>5</td>
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<tr>
<td>Assignment 2</td>
<td>Sports Research report</td>
<td>10</td>
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<td>Sports Research discussion</td>
<td>5</td>
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<tr>
<td>Assignment 3</td>
<td>Service Learning report</td>
<td>15</td>
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<tr>
<td></td>
<td>Service Learning discussion</td>
<td>5</td>
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<tr>
<td>Assignment 4</td>
<td>Lesson Plan report</td>
<td>20</td>
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<tr>
<td></td>
<td>Lesson Plan evaluation</td>
<td>5</td>
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<tr>
<td>Participation</td>
<td>In-class group activities</td>
<td>5</td>
</tr>
<tr>
<td>Midterm</td>
<td>Multiple choice/short answer and take-home</td>
<td>15</td>
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<tr>
<td>Final Exam</td>
<td>Multiple choice/short answer and take-home</td>
<td>15</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.

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<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>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>63-67%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<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.)

8/24  **Introduction to Course:** General overview of the course, requirements and expectations.

8/29, 8/31  **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

**Skim:** Appendix A, B and C in HE and Chapter 6 in PEF if you have them

9/5  No CLASS – Labor Day

9/7  **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

**Skim:** Appendix A, B and C in HE and Chapter 6 in PEF if you have them

9/12 & 9/14  **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

**Assignment 1:** Website evaluation due 9/14 (to Canvas only)

9/19  **Physical Activity:** Physical activity behaviors, motivational factors affecting physical activity, physical education and fitness programs. (KIN)

**Reading:** Chapter 2 in PB

9/21  **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
9/26 & 9/28  **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

10/3, 10/5 & 10/10  **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

10/12  **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)

10/17  **Midterm:** In-class and take-home. Take-home portion due to Canvas by the start of class.

10/19  **Family Life Education:** Sex Education- Promoting and taking advantage of culturally-sensitive school-family connections. (ChAD)
**Reading:** Chapter 13 in HE

10/24 & 10/26  **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

10/31  **No Class**

11/2  **Assessment of Physical Fitness and Activity:** information about assessment of physical fitness (health-related physical fitness) and physical activity, Fitnessgram (KIN)
**Reading:** Chapters 12 & 13 in HE

11/7  **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

11/9  **Safety and Injury Prevention:** What you need to know about preventing and treating common injuries. (KIN)
**Reading:** Chapter 8 in HE

11/14  **Environmental Education:** Teaching students to be stewards of the environment. (ChAD)

11/16  **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

11/21  Lesson plan prep day

11/23  **No Class- Thanksgiving**
11/28  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

11/30  Wrap-up (KIN); Sports research report part 3

12/5 & 12/7  LESSON PLANS. Students will teach a 15-minute health or physical education lesson to a group of 4 students.

12/12  In-class final exam
Assignment 4: Lesson plan write-up & evaluation due

12/14  Final: Take-Home due to Canvas by 9:45am