Course Description
Learn and use major concepts of health education, human movement and physical activity as central elements to foster active healthy lifestyles. Addresses integration of physical education and health concepts across curriculum instruction.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites
None

Course Objectives
Upon completion of this class, the students will be able to:
1. rationalize a basic understanding of the philosophy, objectives and purpose of physical education and health education
2. identify the physical, mental, and psychological and social benefits of physical education
3. create lesson using knowledge about the impact of movement on brain development and learning
4. explain the three learning domains and how physical education and physical activity programs impact learning in all three
5. apply knowledge of the mechanics of teaching physical education and health, organizing the lesson, assessment, and class management techniques

OU Major Outcomes
1a: Create instructional plans reflecting knowledge of how individuals learn and develop intellectually, socially, and personally.
2a: Evaluate instructional strategies and materials to insure learning experiences which make the discipline accessible and meaningful to learners.

ACEI Standards
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. (AZ 5, 7)

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. (AZ 5, 8)
(KS 2, 3, 7, 11, 12, 13) (KS EC-LC 6)

**Required Texts**

**Education Standards**

**Arizona Standards**
2 - The teacher creates and maintains a learning climate that supports the development of students’ abilities to meet Arizona’s academic standards.

**Kansas Professional Standards**
12 – The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

**KPIRC/PTA Parent and Community Standards**
2 – Communicating Effectively (Introducing)

**Education Mission Statements**

**Teacher Education Mission:**
The Ottawa University Teacher Education Program’s mission is to be a learning community in which committed teachers are reflective inquirers with knowledge and skills to use best practices in order to provide every student a quality education.

**School of Education:**
The Ottawa University School of Education is committed to educating innovative, adaptable, and involved professionals in mind, body, and spirit. These individuals will promote holistic learning, global awareness, and cultural competency as responsible contributors to a diverse, pluralistic world.

**Observation Requirements**
This course does not have any required observation or practicum.

**Course Assignment Descriptions and Schedule At-A-Glance**
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the Weekly Materials section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.
Discussion Contributions

**Initial Substantive Posts:** Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

**Required Replies:** You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

**Posting Guidelines:** Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the Policies section of Blackboard for further details.)

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**Weeks 1 & 2**

| Readings                                      | • Review all pages of Lesson and watch videos/complete activities as applicable.  
|                                              | • Chapter 1: What is Physical Education?  
|                                              | • Chapter 2: Motor Development and Motor Learning for Children  
|                                              | • Chapter 3: Movement Components and Skills Development |
| Discussion                                   | • Initial post to each prompt due by midnight, CT on Sunday of Week 1  
|                                              | • At least two replies to peers for each prompt due by midnight, CT on Sunday of week 2. |
| Assignment(s)                                | **Letter to the local School Board**  
|                                              | Students will write a letter to their local school board that presents an argument that quality daily physical education should be a priority for the school. Resources from the readings and weekly lesson should be utilized to support the argument. The letter should be in proper format, with addresses, salutations, and signatures. Please review the scoring rubric in the weeks 1 & 2 lesson for specific criteria on how your letter will be assessed.  
|                                              | **Due: Sunday at Midnight, CT of week 2**  
|                                              | **Points Possible: 75** |
### Weeks 3 & 4

**Readings**
- Review all pages of Lesson and watch videos/complete activities as applicable.
- Chapter 4: Exercise Concepts and Fitness Education
- Chapter 5: Planning for Children with Diverse and Special Needs
- Chapter 6: Physical Education in Curriculum
- 2008 Physical Activity Guidelines for Americans

**Discussion**
- Initial post to each prompt due by midnight, CT on Sunday of Week 3
- At least two replies to peers for each prompt due by midnight, CT on Sunday of week 4.

**Assignment(s)**
**Health Lesson Plan**
Choose a grade level and health concept and write a basic lesson plan using the lesson plan template located in the weeks 3 & 4 lesson. Use the information provided in this week's presentations on standards, learning objectives, and lesson planning to assist you. Please also write out all of the text for each standard you use, not just the number, along with what source the standards came from (common core, a specific state, etc.).

**Due:** Sunday at Midnight, CT of week 4  
**Points Possible:** 100

### Weeks 5 & 6

**Readings**
- Review all pages of Lesson and watch videos/complete activities as applicable.
- Chapter 7: Managing and Teaching the Physical Education Lesson
- Chapter 8: Curriculum Integrating in the Classroom
- Chapter 9: Motivating Children to be Physically Active

**Discussion**
- Initial post to each prompt due by midnight, CT on Sunday of Week 5
- At least two replies to peers for each prompt due by midnight, CT on Sunday of week 6.

**Assignment(s)**
**Select one of the two options for your assignment this module.**
- **Option 1:** Motivational Speech:  
  Students will record a 3-5 minute motivational speech that makes a compelling argument for quality physical education or health within elementary or middle schools. The written script should accompany the assignment as a word document.  
  **OR**
- **Option 2:** Webpage  
  Students will develop a webpage (with appropriate graphics and activities) for an elementary or middle school classroom in the grade level they plan to teach upon graduation. The webpage content must deal with health/fitness/exercise knowledge base and activities. The webpage must contain one physical activity the child and parent can do together at home and one healthy recipe that families can make together.

**Due:** Sunday at Midnight, CT of week 6  
**Points Possible:** 100
# Motor Skills Assessment

For teachers to effectively design developmentally appropriate activities they first must know at what level students are functioning with regard to motor skills. Your task will involve evaluation of motor skill development for a child in one of the following grades K-1, or 4-6. This evaluation should be done in an authentic environment, not a “testing” environment. In other words observe the children as they are engaged in games and activities.

**Locomotor**
- Run
- Hopping
- Galloping/sliding
- Skipping

**Manipulative**
**Choose 2** from the following
- Throwing
- Catching
- Kicking
- Striking

After observing the child and making your assessment place them at the appropriate stage (Pre-control, Control, Utilization, Proficient) and write a short narrative description detailing the child’s skill level and your reasoning for placing them at that level.

**Due: Sunday at Midnight, CT of week 6**
**Points Possible: 75**

## Weeks 7 & 8

| Readings | Review all pages of Lesson and watch videos/complete activities as applicable.  
|          | Chapter 10: Sociological Aspects of Children Moving  
|          | Chapter 11: Creating a Physically Safe Movement Environment  
|          | Chapter 12: Recess as Quality Movement Time |
| Discussion | Initial post to each prompt due by midnight, CT on Sunday of Week 7  
|          | At least two replies to peers for each prompt due by midnight, CT on Sunday of week 8. |
| Assignment(s) | **Health Lesson Plan**  
|          | Choose a grade level and health concept and write a basic lesson plan using the lesson plan template located in the weeks 7 & 8 lesson. Use the information provided in this week’s presentations on standards, learning objectives, and lesson planning to assist you. Please also write out all of the text for each standard you use, not just the number, along with what source the standards came from (common core, a specific state, etc.).  
|          | **Due: Sunday at Midnight, CT of week 8**  
|          | **Points Possible: 100** |
* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

### Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-8: Discussion*</td>
<td>4</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>Week 2: Letter to Local School Board</td>
<td>1</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Week 4: Health Lesson Plan and Reflection</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Week 6: Motor Skills Assessment</td>
<td>1</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Week 6: Speech OR Webpage</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Week 8: Health Lesson Plan and Reflection</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td>610</td>
<td></td>
</tr>
</tbody>
</table>

*Please refer to the Policies menu for more information about requirements for Discussions.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>549-610</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>488-548</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>427-487</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>366-426</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 365</td>
</tr>
</tbody>
</table>

To access your scores, click on Grades in the Student Tools area in Blackboard.

### Important Policies

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

### Editorial Format for Written Papers

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under "Writing and Research Resources" in the Resource Room on the course menu in Blackboard.

### Ottawa Online Late Policy

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.
Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and "approved" by the instructor at least one week in advance.

**Saving Work**
It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

**Academic Integrity**
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Please refer to **Academic Honesty** in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**
Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.

**Blackboard Technical Support**
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See [www.ottawa.edu/ouhelp](http://www.ottawa.edu/ouhelp) for contact information.

**Ottawa University Mission Statement**
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.