

**The College of Education and Behavioral Studies**  
**School of Education**  
**Houston Baptist University**

Course Syllabus

**INDC 4160. Wellness and Fitness for Children**  
**Spring 2013-2014**

**COURSE DESCRIPTION**

This course provides an overview of wellness and fitness program planning for children at both early childhood and elementary school levels. Principles for curriculum design, class organization, activity development, special programs, classroom management, and development of physical fitness are included.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

Students must be admitted to the undergraduate teacher education program before taking this course. It should be completed prior to student teaching.

**DATE AND TIME OF CLASS MEETINGS:** 4:00-4:50 Thursdays

**ROOM NUMBER:** Hinton 116

**INSTRUCTOR INFORMATION:**

Name/Title: Professor Catherine Fey

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Office Phone:

HBU: 281-649-3000 or Katy ISD: 281-234-1962

Office Location: Education Adjunct Offices

Office Hours: Immediately after class and by appointment

**LEARNING RESOURCES:**

Course Text(s):

Required Textbook:

Kagan, Spencer (2000). *Silly sports and goofy games*. San Clemente, CA: Kagan Publishing.

Recommended Textbook:

Medina, John (2008). *Brain rules*. Seattle, WA: Pear Press

## **RELATION TO THE MISSION OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help model for and expect academic excellence from students in terms of content acquisition and development of communication skills. It will also help students connect faith, learning and professional practice, particularly as issues such as educational goals, curriculum, classroom management/discipline, character development and professional ethics are explored.

## **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills-training required for students to become effective, ethical, responsible professionals in the field of teaching.

## **COURSE LEARNING OBJECTIVES**

Upon completion of this course, students should be able to:

1. Demonstrate knowledge of effective use of movement, energizers, games, sports, music and play to facilitate learning, meet content objectives, and personal development.
2. Demonstrate knowledge of the national standards and the TEKS for health and physical education including activities that could be used to develop these standards.
3. Demonstrate knowledge of the relationship between brain functioning, nutrition and movement/exercise as well as components of brain friendly instruction.
4. Demonstrate knowledge of the food guide pyramid and other nutrition guidelines
5. Demonstrate knowledge of the importance of health and wellness for learning and personal well-being.
6. Demonstrate knowledge of safety and first aid with relationship to overall wellness.
7. Demonstrate knowledge of means for assessing fitness level (e.g. Cooper Fitnessgram and Presidential Fitness)

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TexES competencies for this course is presented below.

### **The following TExES Pedagogy and Professional Responsibilities Standards (Domains) and Competencies are addressed in part or in full in this course:**

**Domain I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Domain II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Domain III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

### **The following TExES EC-6 Generalist Domain V: Fine Arts, Health and Physical Education competencies are addressed:**

**Competency 044 (Health).** The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction for all children.

**Competency 045 (Physical Education)** The teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education instruction.

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

### **TOPICAL OUTLINE**

1. The importance of movement, nutrition, physical education and health education
2. What schools are currently doing including the Cooper Fitnessgram and Presidential Fitness program?
3. Online resources including the food pyramid and the new “my plate” healthy eating guide.
4. NASPE and national and state standards for health and physical education
5. Movement activities including midline and tracking exercises
6. Energizers: activities, games & sports
7. Relaxation, stretching, Pilates & Yoga (and their classroom applications)
8. Music and rhythm
9. Movement as part of instruction and as part of literacy development
10. First Aid and CPR
11. Indoor recess

## TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture and discussion
2. Demonstration/modeling
3. Activities, games, simulations and role plays
4. Guest speakers
5. Analyzing and applying national and state standards
6. Individual conferences as needed

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**Course Requirements.** See the agenda at the end of this syllabus for due dates.

Assignment <sup>1</sup>	Learning Objective(s)	Standards <sup>2</sup>	Point Value
Midterm Exam	1, 2, 5	EC-6 Generalist V 045	15%
Final Exam	1-7	EC-6 Generalist: V 044 & 045	20%
Project	1-6		25%
Learning Activities			40%
<ul style="list-style-type: none"><li>• Leading an energizer or relaxation activity</li></ul>	1	EC-6 Generalist: V 045	
<ul style="list-style-type: none"><li>• Making copies of the TEKS for health and for physical education (K-6) and using them to analyze curriculum as well as comparing them to national standards</li></ul>	2	K-6 Health and PE TEKS EC-6 Generalist 044 & 045	
<ul style="list-style-type: none"><li>• Analyzing an online articles about assigned topics related to health &amp; fitness</li></ul>	3, 5, 6	EC-6 Generalist: V 044	
<ul style="list-style-type: none"><li>• Creating a handcrafted representation of the one of the last three USDA food guide recommendations: the food pyramid or some other nutrition guideline (e.g. My Plate)</li></ul>	4	EC-6 Generalist: V 044	
<ul style="list-style-type: none"><li>• Demonstrating dance steps, skill-based games and motor activities</li></ul>	1	EC-6 Generalist: V 045	
<ul style="list-style-type: none"><li>• Preparing a chart that compares the two most widely used school fitness</li></ul>	7	EC-6 Generalist: V 045	

assessments			
<ul style="list-style-type: none"> <li>• Presenting a “learning” song</li> </ul>	1	EC-6 Generalist: V 045	
<ul style="list-style-type: none"> <li>• Write an essay about movement as an enhancement to instruction in core content area</li> </ul>	3	EC-6 Generalist V 045	

<sup>1</sup> Descriptions and rubrics for assignments are included at the end of this document.

<sup>2</sup> These assignment/activities develop and/or assess state and national standards including TExES EC-6 Generalist competencies and K-6 Health and P.E. TEKS

<sup>3</sup> Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 40% of the final grade.

### **Grading Standards**

#### **School of Education Undergraduate Grading Scale:**

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

### **Student Appraisal**

Students will complete faculty appraisal forms as regularly administered by the University.

## CLASS POLICIES

Absence and Tardy Policies. In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than four absences occur, the course grade will be “F” no matter what test and paper scores might be.

Documentation of Difficulties. If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation.) If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. *All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student’s folder no more than one week after the student returns to class. No work will be accepted after the last day of class.*

Missed Tests. *All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.*

Use of Electronic Devices. *During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.*

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

### PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

*Dr. Linda Brubacher / Professor Catherine Fey*  
Instructors' Signature

January 9, 2014  
Date

**INDC 4160. Wellness and Fitness for Children**  
**TENTATIVE SCHEDULE**  
**Spring 2014**

Date	Class Topics and Activities	Task(s)/Assignments Due
Jan. 23	Introductions , course requirements, syllabus, course goals, Goofy Games (GG), project, and energizers, review competencies and areas of learning for this class	Familiarize yourself with texts- bring them to class
Jan. 30	Overview of Chapters 1-3 and Energizers	GG Chapters 1-3
Feb. 6	Discuss proposal and project	Sign up for Activity from GG Games to present.
Feb. 13	Brain and movement--brain rules Discuss proposal and project	Read handouts and be prepared to discuss
Feb. 20	NASPE. What is it and why? Debate movement as part of instruction	Proposal Due Bring copy of PE and Health TEKS
Feb. 27	Discuss movement and instructional goals with content TEKS/TExES	Bring Grade or Subject level TEKS
March 6	Visual tracking and midline activities - Guest Speaker	Submit essay on movement as an enhancement to instruction-in core content. 1- 2 pages
March 13	Spring Break	
March 20	Midterm Exam Review	
March 27	Midterm Exam (All writing paper provided)	
April 3	USDA Food Guide Pyramid-SB 530 and Nutrition and health in education Debate new “My Plate” icon from USDA. Discussion of the value of each mode.	Supply a hand crafted representation of the last three USDA food guide recommendations
April 10	Cooper Fitnessgram and Presidential Fitness	Bring to class a detailed comparison chart that provides the differences in the two most widely used school fitness assessments.
April 17	Music in the Classroom	Bring a “learning” song to share
April 24	CPR and First Aid in the Classroom or Yoga	Guest Speaker
May 1	Project Sharing	
May 8	Project Sharing	
FINAL EXAM: TBA		

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course.

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

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Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

P P R S t a n d a r d	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	<b>1. Reading Instruction:</b> A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC</a>	
I, II, III	<b>3. Child Development</b>	A variety of theories for child development.	
I, II, III,	<b>4. Motivation</b>	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	<b>5. Learning Theories</b>	A variety of learning theories	
I, III	<b>6. TEKS Organization,</b>	<a href="http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/">http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	TEK analysis activity
I, III	<b>7. Content TEKS</b>		TEK analysis activity
I, II, IV	<b>8. State Assessment of Students &amp; STAAR: Testing,</b>	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	
I, II, III	<b>9. Curriculum Development &amp; Lesson Planning</b>	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Exams & Project
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Fitness Assessment Comparison Chart
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/bilin/g/elps.html">http://ritter.tea.state.tx.us/curriculum/bilin/g/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual /ELPS :</b> Learning strategies , Listening ,Speaking , Reading & Writing	
		<b>B. G/T:</b> Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		<b>C. Special Education:</b> Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfield/levl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfield/levl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	
I, II, III,	<b>16. Differentiated Instruction</b>	A variety of instructional strategies suitable for differentiating instruction.	

IV	<b>17. Certification Test Preparation</b> (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	
I,	<b>Dyslexia:</b> Detection and education of students with dyslexia <a href="#">[TAC RULE §228.35 (4)]</a>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <a href="#">Dyslexia Informational Power Point</a> <a href="#">Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</a>	
IV	<b>Legal &amp; Employment Issues</b>	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	<b>Status of HBU program</b>	Pass rates & accreditation status	
IV	<b>Teacher &amp; principal evaluation</b> PDAS:: <a href="http://www4.esc13.net/pdas/">http://www4.esc13.net/pdas/</a>	PDAS: the purpose & process, what is evaluated, what the evaluation instrument look like, how can you appeal, the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	<b>Skills &amp; Expectations of Educators</b>	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

## Assignment Descriptions and Rubrics

**PROJECT:** individually designed by each student and submitted in a multi-step process.

1. First a written proposal (with assessment criteria) must be submitted and approved. This must include details about the goals, content and assessment criteria for the project.
2. The project will then be submitted on the assigned date and an informal presentation about the project made to the class.

The project should further the students' knowledge of how to develop wellness and fitness in children. It may take many forms: instructional plans, game/activity files, hotlists, plans for indoor recesses, CPR/AED certification, individual fitness improvement plans, etc. Students may want to examine the certification exam objectives and plan a project that fills in one of their weak areas or they may want to prepare plans and/or materials for classroom use.

Rubric: Prepared by the student in the project proposal

**ESSAY:** a one to two page, double spaced, typed essay that explains the role of movement in enhancing instruction/learning in core academic areas. The essay will be assessed as follows:

<b>SUBSTANCE:</b> Must present a convincing case for the importance of movement in academic learning and a range of practical ideas about how this can be done		
Criteria	Point Range Possibility	Points Earned
Justification for Importance	0-40 Score reflects convincingness & thoroughness of the argument	
Implementation Ideas	0-40 Score reflects the practicality and range of ideas	
Additional Feedback		

<p style="text-align: center;"><b>STYLE</b></p> <ul style="list-style-type: none"> <li>• Must present ideas in clear formal standard English with appropriate mechanics</li> <li>• Must meet the formatting requirements of the assignment</li> </ul>		
Clarity Formal Standard English Appropriate mechanics	0-20 reflects these elements	
<b>TOTAL POINTS EARNED</b>		
Additional Feedback		

**FITNESS ASSESSMENT COMPARISON CHART:** a chart that compares the two most widely used school fitness assessments

Chart Form		
Criteria	Point Range Possibility	Points Earned
Title that makes the purpose of the chart clear	10	
Clearly labeled rows and columns	10	
Similarities accurately identified	0-30	
Differences accurately identified	0-50	
<b>TOTAL POINTS EARNED</b>		
Additional Feedback		

**REPRESENTATION OF USDA RECOMMENDED FOOD GUIDE:** Prepare a hand-crafted representation of one of the last three USDA Food Guides. Be prepared to compare it with the other guides and explain what you see as the best guide and why when you share your model.

Criteria	Point Range Possibility	Points Earned
Depicts the guide accurately	0-25	
Depicts the guide in sufficient detail	0-25	
Provides a visual model of the guide	0-25	
Demonstrates creativity	5	
Explains the representation accurately, clearly and with formal Standard English	10	
Verbally compares the selected guide with the others	5	
Justifies the guide viewed as the best	5	
<b>TOTAL POINTS EARNED</b>		
Additional Feedback		