DEPARTMENT: ECE        COURSE NUMBER: ELE 311        CREDIT HOURS: 3

I. TITLe: Health, Wellness & Movement

II. COURSE DESCRIPTION:
This course explores how a mixture of content and pedagogy in physical education relate to the elementary classroom teacher. Emphasis is placed on teaching future teachers how to teach health, wellness, and movement concepts to children in the classroom.
Prerequisite: EDP 260

III. PURPOSE:
The purpose of this course is to teach future elementary school teachers how to include health, wellness, and movement in their curriculum using the national standards, NASPE guidelines for appropriate instruction, physical activity guidelines for children, and the Kentucky Core Content for Assessment as guidelines.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. Upon successful completion of this class, students will be able to:

A. Define movement terminology (body, space, effort and relationship). (KTS 1)
B. Create developmentally appropriate lessons to teach movement concepts. (KTS 2)
C. Describe and explain developmentally appropriate games, dance and gymnastics for young children. (KTS 1)
D. Describe physical activity as it relates to brain-based research. (KTS 1)
E. Modify, design, and implement short classroom activities that support brain-based research. (KTS 2,4)
F. Explain the importance of daily physical activity and the amounts recommended by NASPE for K – 5 age children: “Physical Activity for Children: A Statement of Guidelines for Children Ages 5 – 12.” (KTS 1,7)
G. Explain, write, and justify how recess can be supported using the document: “Physical Activity for Children: A Statement of Guidelines for Children Ages 5 – 12.” (KTS 1,7)
H. Define fitness components and how they differ from physical activity. Be able to discuss if children in elementary school should be fitness tested prior to puberty. (KTS 1)
I. Modify, design, and implement appropriate health and wellness lessons for K-5 children. (KTS 2,4)
J. Develop a plan for implementing physical education instruction that is compatible with the classroom curriculum or the physical education curriculum – interdisciplinary instruction. (KTS 2,7)
The COE Theme of Educator as Reflective Decision-Maker is included in this course by requiring students to reflect on the importance of daily physical activities, the role of fitness testing, and the integration of developmentally appropriate health, wellness, and movement activities throughout the regular elementary curriculum.

V. CONTENT OUTLINE:
A. Movement Concepts – body, space, effort and relationships
B. Motor Skills – throwing, catching, kicking, punting, dribbling, volleying, striking with paddles and rackets, striking with long-handled implements, travelling, chasing, fleeing, dodging, balancing, jumping and landing, transferring weight, and rolling
C. Movement in Dance: Elements of dance – time, force, flow; Dance forms (AB, ABA); History and Culture of Dance, Purposes of dance: ceremonial, artistic, recreational
D. Games Education - Children creating games (purpose of, history of, format or types)
E. Brain-Based Research and Activities (brain and oxygen circulation, neurons, energizers, etc.)
F. Physical Activity guidelines and principles
G. Position statement of Recess – AAHPERD/NASPE
H. Health related fitness components – definitions, how to, FITT principle, etc.
I. Wellness & Health – blood-born pathogens, hygiene, rudimentary first aid, addressing children’s special physical needs
J. Interdisciplinary instruction and thematic units across the curriculum -

VI. INSTRUCTIONAL ACTIVITIES:
Lecture/discussion, assignments, projects, small group activities, lab experiences in the gymnasium, peer teaching, technology (computers, pedometers, PECentral.org)

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCE: None

VIII. RESOURCES:
A. PECentral.org
B. Journal articles
C. Videotaped lessons
D. Computer centers
E. Media and resource centers
F. Library
G. Additional educational websites as needed

IX. GRADING PROCEDURES:
Students will be graded based upon their ability to successfully complete and participate in activities such as daily labs, in-class/group activities, written assignments, and quizzes/examinations. Professionalism will also be considered when calculating the final grade. Grades will be awarded based upon this scale:
A: 90%-100%
B: 80%-89%
C: 70%-79%
D: 60%-69%
E: 0%-59%
X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES: To be determined.

XIII. PREREQUISITES: EDP 260

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT: Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.