



Health, Fitness, and Physical Activity for Children  
West College of Education  
KNES 1213  
Fall 2021

Professor: Angie Reay  
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Class Meeting Places & Times:  
T/Th 12:30-1:50pm Bridwell Hall 209 & via Zoom

Office Hours:  
Monday-Friday 8a-5pm, by appointment only, via face-to-face or Zoom. Email [angie.reay@msutexas.edu](mailto:angie.reay@msutexas.edu) or call to set up an appointment.

Official course description: Examination of factors affecting children's health status and the development of a healthy, active lifestyle. Laboratory experiences will incorporate elementary games and activities into the classroom, including those associated with physical fitness and personal safety. This course is limited to elementary education majors.

#### Course overview

This semester, we will focus on the classroom educator's role as a health and movement educator. We will focus on the best methods for implementing physical activity, health concepts, and fitness concepts into your classroom and lessons.

#### Course Objectives/Learning Outcomes

Throughout the class and upon completion of the course, the student will:

Demonstrate a functional understanding of the standard content areas of health education.

Describe a variety of approaches to teaching the potential content areas of health education.

Demonstrate knowledge of and design activities that use movement to teach movement skills and patterns and reinforce academic concepts appropriate for students in K-6 grade.

Identify & explain the influence of family, peers, culture, media, technology, & other factors on health behavior. (National Health Ed. Standard 2)

Students will demonstrate the ability to access valid information, products, & services. (National Health Educ Standard 3)

Actively participate in movement activities and health teaching strategies labs.

Demonstrate the ability to utilize various modification techniques to allow for individualizing instructions to include all students.

Describe why health education is a necessary component in the nation's schools.

Describe and plan how educators can work with other school staff members to enhance the wellness of each student.

#### WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

**Learner Development** - understand how learners grow and develop, recognizing that learning and development patterns vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

**Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments enable each learner to meet high standards.

**Learning Environment** - work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in education, and self-motivation.

**Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others

(learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Dispositions:

Effectively communicate through oral and written language.

Display independence in applying a variety of learning strategies and use of resources to accomplish a task.

Use appropriate social skills to work and accomplish a goal with others

Be independent thinkers who can respond critically to a variety of materials and perspectives offered through diverse media.

Readings & Texts

Anspaugh, David J. & Ezell, Gene: Teaching Today's Health (Pearson)

KNES 1213: Health, Fitness, & Physical Activity for Children

Beyond the traditional textbook, students must have access to a personal computer with Microsoft Office Software, high-speed internet, web camera, and D2L, the MSU Online Learning System.

Recommended readings:

Bailey, G. (2004). *The physical educator's big book of sport lead-up games: a complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness, and fun!* Camas, WA: Educators Press.

Cone, T.P. (2009). *Interdisciplinary elementary physical education*. Champaign, IL: Human Kinetics.

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators*. Champaign, IL: Human Kinetics.

## Course Policies –

Information about COVID-19 is on the Return to the Campus [website](#).

### Grading:

1. Assignments must be typed for credit (work will not be accepted unless it is typed).

Format – FOR ALL PAPERS: 12 point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your name, the class and the semester Papers that do not follow this format will not be accepted or graded.

2. Late assignments will have a minimum automatic 25% point deduction for each day/partial day late.

3. Exams – The exam will include multiple-choice, true/false, short answer, and essay questions. Exams will cover both lecture and book/reading materials. Exams can ONLY be made up in the direst of circumstances and at the Instructor's discretion.

4. Grammar will be graded as part of any assignment. The [MSU writing lab](#) is available to all MSU students.

5. The office of Disability Support Services provides information and assistance, arranges accommodations information and service, and arranges accommodations and staff. A student/employee who seeks accommodations based on disability must register with the Office of Disability Support Services.

Per the law, MSU provides students with documents disabilities academic accommodations. If you are a student with a documented disability, please contact the Instructor before classroom accommodations can be provided. The [Disability Support Services](#) may be contacted at 940-397-4140 (voice), 940-397-4515 (TDD), or visit 3410 Taft Blvd., Clark Student Center Room 168.

### Attendance & Engagement

Attendance is expected at all class meetings, and please do not confuse attendance with "participation" (which I refer to as "engagement" – see the rubric). The class begins at 12:30 p.m. You are expected to be on time. Roll is taken, and if you are not in your seat, you will be counted absent. Leaving class early without prior permission will result in your being counted absent for the class session. The penalty for a missing class will affect your class engagement grade.

### WCOE Attendance Policy

**Absence Policy** - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

The class can be "live streamed," or accommodations can be made for students who become ill. Please contact me via email at [angie.reay@msutexas.edu](mailto:angie.reay@msutexas.edu) for any needs.

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The

Instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The Instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

### Readings

Readings will be assigned as part of your preparation for class. When we meet face to face, you are to be prepared to discuss your reactions to the readings, as they are applicable to the class. Your class engagement grade relies heavily on this preparation.

### Academic Integrity

### General WCOE Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the Instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the Instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

This class will engage in open discussion – all students are to address one another and the Instructor with respect and courtesy. This includes speaking when recognized by the professor. The proper way to be recognized is to raise your hand and wait until you are called on. This is not Parliament – you never "have the floor." I will let you know when you have been recognized and when your turn to speak is complete. If you disagree with a point or classmate, you are expected to express yourself in a principled and dignified fashion. I trust and feel confident we will engage in discussion and debate that exemplifies the ideals and spirit of the founders of our country. I will accept no less.

Any disrespectful or disruptive behavior – including, but not limited to: sleeping, reading, side discussions, overt disruptions, harassing behaviors, etc - will result in your dismissal from the class, and may result in your dismissal from the course with a "WF" (Withdraw Failing), and/or a referral to the Office of Student Conduct. CELL PHONES (READ THIS TWICE, PLEASE). There are NO cell phones permitted to be out and/or in my (or your) sight in this class. This class requires your engagement, and cell phones serve to detract from that engagement. Additionally, your phone should be not only put away, but on "silent" (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, you will be asked to put it away, and you will lose 10 points off of your FINAL grade. Should your phone ring/vibrate during class, you are dismissed for the day. You are to silence it immediately, and quietly leave the class session. You will be counted absent for the session. Failure to adhere to this will result in more stringent disciplinary action.

You can address me by Ms. Reay. Decorum in emails and other communications should reflect the same professionalism.

The Instructor reserves the right to amend these rules as necessary throughout the term.

University Policies and Protocols:

[Student Code of Conduct Manual](#)

Student Honor Creed "***As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.***" You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes an improper citation of sources, using another student's work, and any other form of academic misrepresentation. When in doubt on collaboration, citation, or any issue, please contact me before embarking on a perilous path.

[Concealed Carry University Guideline](#)

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law.

[Library Services](#)

[Career Management](#)

*Note: This syllabus is a guide. Circumstances may alter the reading and test schedules. You are required to check D2L and your email at least once a week.*

Course Schedule-Subject to Change

DAY	DATE	CONTENT	TEXAS EDUCATION STANDARDS	ACTIVITIES/ASSIGNMENTS
Tuesday	8/24/2021	Syllabus, expectations, introductions, activity		Read Chapter 1 & 2
Thursday	8/26/2021	Chapter 1 & 2	Health Standard 1, 2, & 3	Read Chapter 3 & 4
Tuesday	8/31/2021	Chapter 3 & 4	Health Standard 2 & 3	<b>D2L Homework:</b> Critical thinking question #2- Page 73 (1-2 pages min.) Read Chapter 5
Thursday	9/2/2021	<b>Critical Thinking Due by 11:59 pm</b> Chapter 5	Health Standard 4	<b>D2L Homework:</b> Critical Thinking question #3 Review TEKS online
Tuesday	9/7/2021	<b>Critical Thinking Due by 11:59 pm</b> Writing a lesson plan 101 & Integrating a Lesson Plan with Health	Health Standard 1-4	Read Chapter 6; Review Chapter 7 <b>1<sup>st</sup> Lesson Plan Due: Thursday, September 19</b>
Thursday	9/9/2021	Chapter 6	Health Standard 1 & 2	Read Chapter 9; Review 10; Read 13 & 14
Tuesday	9/14/2021	Chapter 9 & 10  Chapter 13 & 14 <b>Quiz- D2L- Due Sunday at 11:59pm</b>	Health Standard 1 & 2; PE Standard 1, 2	Read Chapter 17
Thursday	9/16/2021	Chapter 17	Health Standard 1-4	<b>Homework: Tracking your food via My Fitness Pal or alternative app Tracking 9-22 to 9-30 (Due October 3)</b>
Tuesday	9/21/2021	Lesson Plan Presentations	Health Standard 1-4	Presentations
Thursday	9/23/2021	Lesson Plan Presentations	Health Standard 1-4	Presentations
Tuesday	9/28/2021	Lesson Plan Presentations	Health Standard 1-4	Presentations

DAY	DATE	CONTENT	TEXAS EDUCATION STANDARDS	ACTIVITIES/ASSIGNMENTS
Thursday	9/30/2021	Lesson Plan Presentations	Health Standard 1-4	Presentations
Tuesday	10/5/2021	Lesson Plan Presentations	Health Standard 1-4	Presentations
Thursday	10/7/2021	Lesson Plan Presentations	Health Standard 1-4	Presentations
Tuesday	10/12/2021	Lesson Plan Presentations	Health Standard 1-4	Presentations <b>Midterm opens on Thursday due Sunday 10/17/2021</b>
Thursday	10/14/2021	Lesson Plan Presentations	Health Standard 1-4	Read Chapter 1 & 12
Tuesday	10/19/2021	Chapter 1 & 12	PE Standards	Read Chapter 2 & 3
Thursday	10/21/2021	Chapter 2 & 3	PE Standards	Read Chapter 4 & 5
Tuesday	10/26/2021	Chapter 4 & 5	PE Standards	Read Chapter 7 & 11
Thursday	10/28/2021	Chapter 7 & 11	PE Standards	Read Chapter 8
Tuesday	11/2/2021	Integrated PE Lesson plan	PE Standards	
Thursday	11/4/2021	Lesson Plan Work Day	PE Standards	<b>Lesson Plans Due Monday 11/8/2021</b>
Tuesday	11/9/2021	Student Presentations	Health & PE Standards	<b>Meet at the Wellness Center</b>
Thursday	11/11/2021	Student Presentations	Health & PE Standards	<b>Meet at the Wellness Center</b>
Tuesday	11/16/2021	Student Presentations	Health & PE Standards	<b>Meet at the Wellness Center</b>
Thursday	11/18/2021	Student Presentations	Health & PE Standards	<b>Meet at the Wellness Center</b>
Tuesday	11/23/2021	Student Presentations	Health & PE Standards	<b>Meet at the Wellness Center</b>
Thursday	11/25/2021	Thanksgiving Break		



DAY	DATE	CONTENT	TEXAS EDUCATION STANDARDS	ACTIVITIES/ASSIGNMENTS
Tuesday	11/30/2021	Student Presentations	Health & PE Standards	<b>Meet at the Wellness Center</b>
Thursday	12/2/2021	Student Presentations	Health & PE Standards	<b>Meet at the Wellness Center</b>
Thursday	12/9/2021	Student Presentations	Health & PE Standards	<b>FINAL Thursday, December 9 10:30am-12:30pm</b>