****Professor Rhonda Oehlrich** **Section:** **3** credit hours  **Communication** through Canvas messages

**Required Textbooks:**

* Evans and Sims. *Health & Physical Education for Elementary Classroom Teachers: An Integrated Approach*
* Donahue and Stuart. *Artful Teaching: Integrating the Arts for Understanding the Curriculum, K-8.*

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| **Course Description** | The major purpose of this course is to provide the student with knowledge, skills, and the |  |

dispositions to support development and **integration** of arts (music, dance, theater, visual arts), health, and wellness practices into the education of elementary school children in ways that will enrich and support all aspects of child development. This course is designed to build background for the elementary teacher who will support, not supplant, specialized arts and physical education teachers.

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| **Professor O’s Objectives** | ***To Integrate: To combine, mix together, make as one***. This semester, students will learn  |

about activities which can be integrated with academic subjects. The integrated activities are often considered extra-curricular. By using such activities to teach academic subjects, future teachers will learn to make learning interesting and appeal to Garner’s Multiple Intelligences, as well as various Learning Styles.

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| **Course Objectives** | Objectives meet national and state standards as listed below: |

 ACEI – Association for Childhood Education International

 FSAC – Florida Subject Area Competencies and Skills, 16th edition

**Students will:**

1. Identify and describe the content and function of performing arts (dance, music, theater) and the visual arts as media for communication, inquiry, and engagement among elementary students (ACEI 2.5).
2. Identify developmentally appropriate content, materials/media, and skills related to music and arts in elementary classrooms (FSAC 60.12.1-6).
3. Identify elements of music and art used to communicate ideas, meaning, emotion (FSAC 60.13.1, 4).
4. Identify and demonstrate strategies for developing creative responses through music and art to ideas drawn from text, speech, movement, music, art (FSAC 60.13.2,3.).
5. Identify and describe how music and visual arts reflects particular cultures, historical periods, and places (FSAC 60.14.2, 4.).
6. Identify strategies for developing K-6 students’ analytical skills for evaluating musical performance and works of arts (FSAC 60.15. 1, 2.).
7. Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in music and visual arts (FSAC 60.15.1-2.).
8. Identify and describe the major concepts in health education that create opportunities for K-6 student development and practice of skills that contribute to good health (ACEI 2.6).
9. Identify and describe human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students (ACEI 2.7).
10. Demonstrate knowledge of the interrelatedness of physical activity, fitness, and health for elementary children (FSAC 60.17.1).
11. Demonstrate knowledge of decision making and goal setting in promoting health and wellness (including nutrition, physical activity, and fitness) (SAC 60.17.2-3.).
12. Demonstrate knowledge of common health problems and risk behaviors associated with them (with focus on nutrition and physical fitness) (SAC 60.17.4).
13. Distinguish between developmentally appropriate and inappropriate instructional practices that consider the interaction of cognitive, affective, and psychomotor domains (FSAC 60.20.1).
14. Identify various factors (e.g., environment, equipment, facilities, space, safety, group diversity) to consider when planning physical activities (FSAC 60.20.2).
15. Analyze the influence of culture, media, technology, and other factors as related to planning health and wellness instruction (FSAC 60.20.3).