



California State University, Long Beach  
College of Education  
Department of Teacher Education

**Teaching and Learning Arts, Health, and Physical Education in Inclusive Settings, K-8 (2)**

UDCP 407  
Spring 2021  
Tuesdays 1:00 – 2:50pm

**Instructor:** Dr. Lidiana Portales Blair  
**Office Hours:** Tuesdays 2:50-3:50pm, or by appointment  
**Email:** Lidiana.PortalesBlair@csulb.edu  
Please allow 24 hours for a response

**College of Education Theme:** Teaching for Life-Long Learning, Professional Growth and Social Responsibility

**College of Education Mission:**

- \*Promote intellectual, personal, and interpersonal growth for all students
- \*Prepare socially responsible leaders for a rapidly changing, technologically rich world
- \*Value diversity and prepare students for a diverse world
- \*Serve and collaborate with other educators and the community
- \*Promote school improvement for all students
- \*Engage in research, scholarly activity, and ongoing evaluation

**Vision of the Department of Teacher Education:**

The Department of Teacher Education at California State University- Long Beach prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents, and families. Our inquiry-and experienced-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

**Course Description:**

Subject specific pedagogy and curriculum in health, physical education, and visual/performing arts. Letter grade only (A-F).

**Required Text:**

No required texts. All readings will be posted to BeachBoard.

**Recommended References:**

California Department of Education. (2008). *Health education content standards for California public schools*. Sacramento: California Department of Education.

California Department of Education. (2003). *Health framework for California public schools*. Sacramento: California Department of Education.

California Department of Education. (2009). *Physical education framework for California public schools*. Sacramento: California Department of Education.

California Department of Education. (2005). *Physical education model content standards for California public schools*. Sacramento: California Department of Education.

California State Department of Education (2001). *Visual and performing arts content standards for California public schools*. Sacramento: California Department of Education.

California State Department of Education (2004). *Visual and performing arts framework for California public schools*. Sacramento: California Department of Education.

See Appendix A for selected bibliography.

**Syllabus:**

You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, and announcements and course material displayed on BeachBoard. **The syllabus represents a contractual agreement between the student and the instructor.** Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

**Student Learning Outcomes:**

Students who have successfully completed this course should be able to:

1. Design and implement teaching practices in physical education, health, and visual/performing arts using state-approved standards and goals and promoting the inclusion of all learners. (TPE 3.1, 4.3, 4.4)
2. Develop and apply appropriate assessments in physical education, health, and artistic education. (TPE 5.1, 5.2, 5.8)
3. Critically evaluate resources and materials for the teaching of physical education, health, and visual/performing arts. (TPE 4.5)
4. Design developmentally appropriate visual/performing arts instruction aligned with and supporting common core standards in English Language Arts, Math, and/or Science and the English Language Development standards. (TPE 3.3, 3.6, 4.3)
5. Demonstrate the use of technology to enhance instruction and learning in the visual and performing arts. (TPE 3.5, 4.7)
6. Design lessons that provide students with challenging learning experiences that help to maximize their individual achievement and meet or exceed the standards for physical education. (TPE 3.3, 3.4)
7. Analyze internal and external factors affecting health.

**Outline of Subject Matter**

Subject-specific pedagogy in health and physical education  
 California curriculum frameworks for Health and Physical Education (SLO 1)  
 Goals of the physical education program  
 Goals of the health education program

Developmentally appropriate instruction in health and physical education in grades K-2, 3-5, and 6-8 (SLO 6)  
 Strategies and applications to actively engage all students in physical education activities and personal health matters (SLO 6)  
 State-adopted instructional materials (SLO 3)  
 Resources for lesson planning (SLO 3)  
 Assessment of student performance and program effectiveness (SLO 2)  
 Inclusion of and accommodations for students with special needs (SLO 6)

Student health and safety  
 Health status of children and youth (SLO 7)  
 Major laws, concepts and principles related to student health and safety  
 Impact of student health on academic achievement

Common chronic and communicable diseases of children and adolescents  
 Effective strategies for encouraging healthy nutrition of children and youth  
 Physiological and sociological effects of alcohol, narcotics, drugs and tobacco  
 Identification of children suffering from physical, psychological, emotional or social health problems (SLO 7)  
 Relationships between health issues and children’s special needs (SLO 7)  
 Analysis of community resources and challenges (SLO 7)  
 Community-based service agencies  
 Investigation of potential community health hazards (e.g. environmental contamination, lead poisoning, air quality)  
 Involvement of family and community  
 Cultural understandings of health, nutrition, and safety

Subject-specific pedagogy in the visual and performing arts (VAPA)

California curriculum framework for the Visual and Performing Arts (SLO 1)

Goals

Activities to engage all students in VAPA activities and creation

Resources Assessment

Balanced, comprehensive arts program (SLO 1)

Artistic expression- learning and applying the language of the discipline

Creative expression- engaging in the craft and performance of making art

Historical and cultural context- understanding the role and diverse expression of art situated in time and place

Aesthetic valuing- interpreting and analyzing art forms, making informed judgments about art

Connections, relationships, and applications (including careers in and related to arts disciplines) - connecting art to life and other disciplines.

Overview and integrating art across the curriculum (SLO 1)

i. Dance

ii. Music

iii. Theater

iv. Visual Arts

New media (including digital video, animation, and photo software) and electronic technology (SLO 5)

Connections with the common core and ELD standards (SLO 4)

Inclusion of all learners in the classroom, including English language learners and children with special needs, with appropriate accommodations for individual learners (SLO 1, SLO 4)

Examination of multicultural dimensions of physical education, health, and visual/performing arts (SLO 1)

**Assessments and Grading System**

Assignment Description	Linked to SLO	Point System
<p><b>Assignment #1 Standards Analysis &amp; Presentation</b>            In small groups, students will analyze the content and structure of the California standards for PE, Health, or VAPA. The group will present information to the class on how the standards and content are organized, how expectations differ by age, and how accommodations for English learners and students with special needs are included. Please see BeachBoard for the complete assignment.</p>	<p>SLO #1, 3</p>	<p>20 Points</p>
<p><b>Assignment #2 Physical Education Unit</b> Students will select one grade level and plan a physical fitness unit. Using the frameworks and standards, students will design and implement developmentally-appropriate series of lessons. Please see BeachBoard for the complete assignment.</p>	<p>SLO #1, 2, 3, 6</p>	<p>20 Points</p>

<p><b>Assignment #3 Health Resources</b> Students will identify appropriate health resources for their grade level and identify health standards for their grade level.</p>	SLO #3	10 points
<p><b>Assignment #4 Community Assessment</b> Students will collect information from a variety of online, community, and school site sources regarding health resources and needs in the community, and how these affect children and families. Please see BeachBoard for the complete assignment.</p>	SLO #7	20 points
<p><b>Assignment #5 Signature Assignment: VAPA Lesson Planning and Implementation</b> Students will design and implement developmentally an appropriate VAPA lesson integrated with another core subject. The lesson should address VAPA standards and support grade-level-content instruction based on common core standards. Students will carry the lessons out with a small or large group of children, guiding them to learn about and create artistic products. Students will submit a lesson plan and a lesson reflection. Please see BeachBoard for lesson plan template and reflection questions.</p>	SLO #1, 2, 3, 4, 5	30 points
<p><b>Participation &amp; Professionalism</b> As this course is a hybrid course, the in-person class meetings are very important. Students will be expected to actively participate, work in group settings and contribute to the learning of classmates. In group assignments, it is extremely important to contribute equally and complete tasks in a timely manner. As a professional educator, you are expected to be a strong collaborator and a reliable team player.</p>		20 points

Absences may affect class grade.

- Fieldwork: As stated in the course catalog this class requires all students to successfully complete 10 hours of fieldwork. This will be included during student teaching hours.
- Keep in mind that during field experience, you are representatives of California State University, Long Beach. Professional comportment is essential to successful completion of this requirement.
- Students failing to maintain professionalism during the course session in dress, behavior with colleagues, and/or comportment with children will be withdrawn from the course.
- In keeping with professional collaboration with field site schools, please come dressed per school dress code standards; professional/casual attire is recommended.
- Remember that we are guests representing CSULB, and that the primary focus of the school is the children, not the teacher candidates.

### Assessments and Grading

- All assignments are to be typed in 12 point, Times New Roman font, and double-spaced, except when otherwise indicated.
- Performance-based assignments are graded per specific criteria as stated on Assignment Rubric.
- Prior to doing any assignment, use the rubric as a checklist for your work.
- **Assignments are expected to be submitted by the deadline published in the syllabus. Requests for extensions must be made in a timely manner before the deadline. Professionalism is extremely important in this class, and students are expected to communicate early if they anticipate difficulties in completing assignments. Late assignments, turned in after the due date stated in the syllabus, may not earn more than 50% of possible points. No late assignments will be accepted after the finals date for this class.**
- Students are responsible for ensuring the successful uploading of documents to BeachBoard.
- Keep a copy of each assignment for your own records.

***General criteria for evaluation of assignments includes:***

- Quality of conceptualization.
- Following directions; meeting stated criteria in assignment rubrics.
- The instructor reserves the right to refuse to accept any assignment due to poor quality work, late submission, off-topic writing, lack of attention to stated criteria, or any other reason deemed appropriate.
- *The University policy on Cheating and Plagiarism (PS 85-19) is summarized in the Schedule of Classes*

***Grading Policies***

- Attendance, promptness, preparation, and professional behavior are course requirements, and factors that impact your grade.
- Traditional grading applies to this course.

**7.3 Grade Scale:**

90-100%	=	A	<i>mastery of the relevant course standards.</i>
80-89%	=	B	<i>above average proficiency of the relevant course standards.</i>
70-79%	=	C	<i>satisfactory proficiency of the relevant course standards.</i>
60-69%	=	D	<i>partial proficiency of the relevant course standards.</i>
Below 60%	=	F	<i>little or no proficiency of the relevant course standards.</i>

**COURSE POLICIES**

***Attendance***

Attendance at all classes is expected. Students are expected to arrive on time and to refrain from leaving prior to the end of class. Being more than 15 minutes late, or leaving more than 15 minutes early, will count as an absence. Students are expected to email the professor about any absences prior to the absence. Students are allowed one unexcused absence. **After the first unexcused absence, 10 points will be deducted from the final grade for each unexcused absence.** If the absence counts as an excused absence (see below), it is the student’s responsibility to provide documentation.

As stated in university policy, the following counts as excused absences. Students must provide documentation, such as a doctor’s note, to the professor:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

### ***Policy for Withdrawal***

In rare cases, due to a documented emergency or a "serious and compelling reason" (PS 02-12), a student may need to request an authorized incomplete or withdrawal. In such a case University Policy will be strictly adhered to. Refer to the current California State University, Long Beach Catalog of Undergraduate and Graduate Studies for more detailed guidelines

The full text of University Policy Statements may be seen at <http://www.csulb.edu/~senate/Policies/pstable.html>.

### **Statement Regarding Students with Disabilities**

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

### ***Student Affairs Services and Programs for Students***

<http://web.csulb.edu/divisions/students/programs.html>

### ***Student Affairs: Student Emergency Intervention and Wellness Program***

[http://web.csulb.edu/divisions/students/studentdean/emergency\\_grant/](http://web.csulb.edu/divisions/students/studentdean/emergency_grant/)

The CSULB Student Emergency Intervention and Wellness Program (part of the *Basic Needs Program*) is a comprehensive initiative that identifies and immediately serves some of CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis, such as the following:

Student Emergency Grant

The Meals Assistance Program (Feed a Need)

Short-Term Emergency Housing Program

Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

	<b>Date</b>	<b>Readings</b>	<b>Topics</b>	<b>Assignments Due</b> (submit to BeachBoard by midnight)
1	1/19		<b>(In-Person)</b> *Overview of syllabus, readings and class structure *Introduction to the standards *Begin group work for Assignment #1	
2	1/26	*Review documents under Week 2 *Read the P.E. Standards for your grade level	<b>(Online)</b> *California curriculum frameworks for Physical Education *Building Class Community *Integrating P.E. *Brain Breaks and Class Energizers *Assessment for P.E. *Planning P.E. units	
3	2/2		<b>(In-Person)</b> *Developmentally appropriate instruction in health and physical education *Planning P.E. Lessons	<i>P.E. group presents</i>

			*Cooperative P.E. *Discuss Assignment #2 (P.E. unit)	
4	2/9	*Review documents under Week 4 *Read the Health Standards for your grade level	<b>(Online)</b> *Developmentally appropriate instruction in health and physical education *Student health and safety *Technology and health education	
5	2/16		<b>(In-Person)</b> *California curriculum frameworks for Health *Adaptive P.E. *Discuss Assignment #3 (Health Unit)	<i>Health group presents</i>  <b>Due</b> Assignment 2 P.E. Unit
6	2/23	*Review documents under Week 6 *Read the VAPA Visual Arts Standards for your grade level	<b>(Online)</b> *Technology and the visual arts *Integrating art and core subjects	
7	3/1		<b>(In-Person)</b> *Subject-specific pedagogy in VAPA Visual Arts *Discuss Assignment #5 (Signature Assignment)	<i>VAPA Visual Arts group presents</i>  <b>DUE</b> Assignment #3: Health Unit
8	3/8	*Review documents under Week 8 *Read the VAPA Theatre Standards for your grade level	<b>(Online)</b> *Subject-specific pedagogy in VAPA Theatre *Reader's Theatre	
9	3/15		<b>(In-Person)</b> *Subject-specific pedagogy in VAPA Theatre *Signature Assignment workshop. Bring a draft of your VAPA lesson to class.	<i>VAPA Theatre group presents</i>
	3/23	<i>LLCSD Spring Break- no class</i>		
10	3/30	*Review the documents under Week 10 *Read the VAPA Music Standards for your grade level	<b>(Online)</b> *Subject-specific pedagogy in VAPA Music	
11	4/6		<b>(In-Person)</b> *Subject-specific pedagogy in VAPA Music *Positive Management	<i>VAPA Music group presents</i>
12	4/13	*Review documents under Week 12	<b>(Online)</b> *Assessing students in P.E., VAPA,	

		*Read the VAPA Dance Standards for your grade level	and health	
13	4/20	*Review the documents under Week 13	<b>(In-Person)</b> *Subject-specific pedagogy in VAPA Dance *Integrating P.E. and VAPA into core curriculum *Discuss Assignment #4: Community Assessment	<i>VAPA Dance group presents</i>
14	4/27	*Review documents under Week 15	<b>(Online)</b> *Examination of multicultural dimensions of PE, Health, and VAPA * Continue Community Assessment	
15	5/4		<b>(In-Person)</b> Share out of Community Assessment	<b>DUE</b> Assignment #4: Community Assessment
16	5/11	<b>Final Assignment due by Tuesday, May 11</b>		<b>DUE</b> Assignment #5: Signature Assignment

**Note: Syllabus dates and readings may change to meet class needs.**