

**San José State University**  
**Department of Child and Adolescent Development /**  
**Department of Kinesiology**  
**ChAD 149 / KIN 149: Child Health and Physical Activity**  
**Spring 2022**

**Course and Contact Information**

KIN instructor: Linda D. Wilkin Ph.D.

Email: linda.wilkin@sjsu.edu

Telephone: N/A

Office Location: SPX 156

Office Hours: Thursdays 2:00 – 3:00 pm  
Zoom, email or by appointment

ChAD instructor: Laura Pirazzi

Email: laura.pirazzi@sjsu.edu

Telephone: (408) 924-5762

Office Location: SH 216

Office Hours: Tuesdays 10:15-11:45am  
& by appointment; Zoom link in Canvas

Class Days/Time: Tuesdays and Thursdays, 10:30-11:45am

Classroom: Online until February 13<sup>th</sup>  
After February 13<sup>th</sup> – Section 01 Sweeney Hall 240  
Section 02 Sweeney Hall 311

Prerequisite: ChAD 60 or ChAD 70

**Course Description**

Explores concepts, frameworks, and national standards regarding children's health and physical education using an interdisciplinary curriculum. Special attention is given to factors that influence children's health and wellness, safety and prevention, motor skill development, and lifelong healthy practices.

**Course Format and Structure**

This course includes both synchronous (through the use of live, real-time video conferencing Zoom sessions) and asynchronous (when teaching materials are posted online and students work through them in their own time) meetings.

**Course Learning Objectives**

This course is designed to provide students with the opportunity to explore a variety of topics relating to promoting or impeding children's physical development, overall fitness, health and well-being, in the context of families and schools.

Upon successful completion of the course, the student will be able to:

1. Understand the impact of factors such as exercise, nutrition, mental health, hygiene, and substance abuse on physical health and general well-being.
2. Describe the five health related components of physical fitness and recognize the exercise

principles necessary to modify/adapt physical education lesson plans to promote fitness development.

3. Describe the influence of growth and maturation on movement and coordination.
4. Evaluate and apply developmentally, culturally and contextually appropriate teaching strategies relevant to the content standards in physical education and health.

### Student Learning Outcomes: BA in Child and Adolescent Development

#### Required Course Readings

**KIN:** Conkle, J., (2019). *Physical Best: Physical Education for Lifelong Fitness and Health*, 4<sup>th</sup> edition. SHAPE America., Champaign, IL: Human Kinetics. (PB)

**ChAD:** Articles available in Canvas

#### Class Web Page and Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking the messaging system in Canvas to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources), ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

#### Course Assignments

Assignment	Description	Points	CLOs
<b>KIN</b>			
KIN Assignment	<i>Article critique of a peer reviewed journal article related to physical education, health or wellness for children</i>	30	2, 3
KIN Activities	<i>Unannounced quizzes throughout the class</i>	30	1, 2, 3
KIN Exam	<i>Multiple choice, true/false exam</i>	40	1, 2, 3
<b>ChAD</b>			
ChAD Assignment	<i>A written research-based report focusing on the effects of income level on children's health and academics.</i>	30	1, 4
ChAD Weekly Activities	<i>Individual assignments and participation in small group discussions based on ChAD units 1-6.</i>	40	1, 4
ChAD Exam	<i>Multiple choice exam covering ChAD units 1-6.</i>	30	1, 4
<b>TOTAL POINTS POSSIBLE:</b>		<b>200</b>	

## Credit Hour Policy and Attendance

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. Based on this policy, ChAD/KIN 149 students should spend approximately 9 hours per week on coursework and activities.

## Grading

All assignments are due to Canvas by the specified time on their scheduled due dates. All assignments turned in late will result in a 5% grade deduction for each calendar day the assignment is late, unless a documented and compelling reason is provided. Extensions must be requested in advance of the assignment due date. Students must contact the instructor prior to class time in order for a make-up examination to be considered.

Note that, as per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade dependent work, and to be provided with explanations for the determination of their course grades. Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

## Grading Scale

Grade	Points	Percentage
A plus	198-200	99-100%
A	186-197	93-98%
A minus	180-185	90-92%
B plus	176-179	88-89%
B	166-175	83-87%
B minus	160-165	80-82%
C plus	156-159	78-79%
C	146-155	73-77%
C minus	140-145	70-72%
D plus	136-139	68-69%
D	126-135	63-67%
D minus	120-125	60-62%
F	<119	<60%

## Technology Requirements and Technical Support

Students are required to have a stable internet connection that can sustain video for class lecture and discussion. Students will also need basic computer skills and software (word processing, email, file management), basic internet skills (use of browser, searches, uploading and downloading files), and familiarity with discussion boards.

If you need any technical support, please contact our IT Help Desk or eCampus.

Phone: (408) 924-1530, Email: [itservicedesk@sjsu.edu](mailto:itservicedesk@sjsu.edu), Submit a Ticket Request: <https://isupport.sjsu.edu/>

## Library Liaison

For help with library resources and library research (including use of databases and online research materials – such as journal search engines) students are strongly encouraged to contact the Child and Adolescent Library Liaison: **Annina Wyss-Lockner** ([annina.wyss-lockner@sjsu.edu](mailto:annina.wyss-lockner@sjsu.edu)). The Kinesiology library liaison is **Adriana Poo** ([adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)), 408-808-2019.

### **Academic Integrity**

All written work is intended to be the creation of the individual turning in the assignment; no student may use another student's work and claim it as his/her own. Correctly use referenced materials. Do not plagiarize. It is the role and obligation of each student to be aware of San Jose State [University's Academic Integrity Policy S07-2](#) (<http://www.sjsu.edu/senate/docs/S07-2.pdf>), which requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **University Policies**

Per [University Policy S16-9](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## ChAD/KIN 149 Course Schedule

The schedule is subject to change with fair notice, provided in class or through Canvas.

### Course Schedule for SECTION 2: KIN 149 first half of the semester

Date	Topic	Readings
1/27 2/1	Introduction KIN UNIT 1: Introduction to Physical Activity and Physical Education: Discuss the influence of quality physical education programs and the benefits of physical activity	Syllabus  PB Ch. 1
2/3 2/8	KIN UNIT 2: Growth, Maturation & Physical Fitness: Define and distinguish between chronological age, growth and maturation; explain differences between different types of maturation; Describe how growth and maturation influence the development of physical fitness	Malina (2014 ) article posted on Canvas pgs. 157-161
2/10 2/15	KIN UNIT 3: Nutrition: Explore nutrition for student health, understand functions of macronutrients and micronutrients; explore importance of hydration; Explore dangers of added sugars	PB Ch. 4
2/17 2/22	KIN UNIT 4: Physical Activity Behaviors: Explore the internal and external factors that influence physical activity behavior and motivational factors influencing physical activity behavior	PB Ch. 2 PB Ch. 3
2/24 3/1	KIN UNIT 5: Physical Fitness: Understand the basic training principles and components of a physical activity session; Explain components of health-related physical fitness	PB Ch. 5 PB Ch. 7
3/3 3/15	KIN UNIT 6: Assessment: State examples of how each component of health-related physical fitness can be measured and evaluated; Understand and apply appropriate fitness assessments.	PB Ch. 8 & PB Ch. 6 PB Ch. 12 & 13
3/17 3/22	Midterm Review Session <b>KIN Midterm 10:30 am-11:45 am</b>	PB Ch. 12 & 13
3/24	<b>ChAD UNIT 1: Health Education Standards</b> <i>Explain the frameworks that guide health education curricula; Health education lesson planning and instruction for K-12 students.</i>	Evans & Sims (2016)
3/29 3/31	<b>SPRING BREAK</b>	
4/7	<b>ChAD UNIT 2: Nutrition</b>	Seeing Red (2016)

4/12	<i>Exploration of the impact of food dyes on children's behavior, and forming a healthy relationship with food.</i>	
4/14 4/19	<b>ChAD UNIT 3: Sexual Health</b> <i>Examination of the role of schools/teachers in promoting healthy attitudes surrounding sexuality and the benefits of effective sexual education programs.</i>	Lottes (2002)
4/21 4/26	<b>ChAD UNIT 4: Substance Use</b> <i>Prevention methods of substance use, specifically related to school interventions.</i>	NCPC (2009) Pettengill (2018)
4/28 5/3	<b>ChAD UNIT 5: Mental &amp; Emotional Health</b> <i>Review of the factors that can influence mental and emotional health; How to promote positive mental/emotional development and general well-being for yourself and others.</i>	
5/5 5/10	<b>ChAD UNIT 6: General Health &amp; Wellness</b> <i>Exploration of factors that influence personal health and wellness, including the implementation of effective academic programs and a consideration of the effects of poverty.</i>	CDC (2014) Marino (2019)
5/12	Final class meeting: <i>Review final assignment and exam</i>	<b>ChAD paper due 5/16</b>
5/20	<b>ChAD Exam - Friday, May 20 at 9:45am</b> <i>Please note: No assignments will be accepted after 5/20 at 9:45am</i>	

## ChAD/KIN 149 Course Schedule

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### Course Schedule for SECTION 1: CHAD 149 first half of the semester

Date	Topic	Readings
1/27 2/1	Introduction <b>ChAD UNIT 1: Health Education Standards</b> <i>Explain the frameworks that guide health education curricula; Health education lesson planning and instruction for K-12 students.</i>	Syllabus Evans & Sims (2016)
2/3 2/8	<b>ChAD UNIT 2: Nutrition</b> <i>Exploration of the impact of food dyes on children's behavior, and forming a healthy relationship with food.</i>	Seeing Red (2016)
2/10 2/15	<b>ChAD UNIT 3: Sexual Health</b> <i>Examination of the role of schools/teachers in promoting healthy attitudes surrounding sexuality and the benefits of effective sexual education programs.</i>	Lottes (2002)
2/17 2/22	<b>ChAD UNIT 4: Substance Use</b> <i>Prevention methods of substance use, specifically related to school interventions.</i>	NCPC (2009) Pettengill (2018)
2/24 3/1	<b>ChAD UNIT 5: Mental &amp; Emotional Health</b> <i>Review of the factors that can influence mental and emotional health; How to promote positive mental/emotional development and general well-being for yourself and others.</i>	
3/3 3/8	<b>ChAD UNIT 6: General Health &amp; Wellness</b> <i>Exploration of factors that influence personal health and wellness, including the implementation of effective academic programs and a consideration of the effects of poverty.</i>	CDC (2014) Marino (2019)
3/10	Final class meeting: <i>Review final assignment and exam</i>	
3/17	ChAD Exam	
3/22	ChAD Paper Due	
3/24	Introduction KIN UNIT 1: Introduction to Physical Activity and Physical Education: Discuss the influence of quality physical education programs and the benefits of physical activity	Syllabus  PB Ch. 1

3/29 3/31	<b>SPRING BREAK</b>	Malina (2014 ) article posted on Canvas pgs. 157-161
4/5 4/7	KIN UNIT 2: Growth, Maturation & Physical Fitness: Define and distinguish between chronological age, growth and maturation; explain differences between different types of maturation; Describe how growth and maturation influence the development of physical fitness	Malina (2014 ) article posted on Canvas pgs. 157-161
4/12 4/14	KIN UNIT 3: Nutrition: Explore nutrition for student health, understand functions of macronutrients and micronutrients; explore importance of hydration; Explore dangers of added sugars	PB Ch. 4
4/19 4/21	KIN UNIT 4: Physical Activity Behaviors: Explore the internal and external factors that influence physical activity behavior and motivational factors influencing physical activity behavior	PB Ch. 2 PB Ch. 3
4/26 4/28	KIN UNIT 5: Physical Fitness: Understand the basic training principles and components of a physical activity session; Explain components of health-related physical fitness	PB Ch. 5 PB Ch. 7
5/3 5/5	KIN UNIT 6: Assessment: State examples of how each component of health-related physical fitness can be measured and evaluated; Understand and apply appropriate fitness assessments.	PB Ch. 8 & PB Ch. 6 PB Ch. 12 & 13
5/10 5/20	Midterm Review Session <b>KIN Exam Friday May 20 9:45 am-12:00 pm</b>	PB Ch. 12 & 13