MAT 651
Integrated Learning in Life Sciences, Physical Education, and Health

Description of the course:
MAT 651 is an integrated course in methodology for teaching life sciences, health, and physical education to diverse groups of learners in elementary and special education classes. Thematic units will be designed to include integrated content from the three curriculum areas. Development of literacy competencies for informational text and children’s literature are integrated into instructional planning, teaching, and assessment. Prerequisites for the course: Full SARTE, MAT 611 or 615, MAT 630, and MAT 640. Lecture and Field Experience, 3 credit hours

Required Course Textbooks and Materials:
2. Journal Articles, websites, and trade books on special project topics.
3. LA Standards and Grade Level Expectations on Dept. of Education Web Site
4. Video recording DVD or VHS format (physically handed in, not electronically submitted)

Conceptual Framework of the College of Education and Human Development (COEHD)
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

Objectives of the Course:
Upon completion of this course, the teacher intern will be able to:
1. Identify and use a variety of life sciences, health, physical education and information literacy methods that adhere to the Louisiana Components of Effective Teaching. SM/PS
2. Create and teach thematic units that integrates content and skills from life sciences, health, physical education, and literacy. CK/SM Technology
3. Develop learning opportunities for students that are based on state and national standards and benchmarks for life sciences, health, physical education, and information literacy. SM/CK
4. Learn assessment procedures to identify the needs of individual learners and evaluate their achievement of course competencies. SM/KL Diversity
5. Implement effective classroom management strategies to maximize student learning. KL/SM

6. Demonstrate the varied types and uses of children’s literature in promoting and developing communication competencies and lifelong learning. SM/KL

7. Incorporate instructional technology into the preparation and teaching of lessons. Identify Internet resources to augment teaching. CK/KL Technology

8. Use critical and creative thinking skills relevant to course content and appropriate to student needs. SM/KL

9. Identify and address the special needs of students from diverse cultures, socioeconomic levels and other groups throughout the curriculum. KL/PS/SM - Diversity

10. Create an environment in which students become confident learners and doers of science, literacy, and health/PE. (SM/KL/CK)

11. Understand the basic vocabulary of the disciplines and be able to define life science. CK

12. Demonstrate the ability to apply process skills of science. (SM/KL) - Technology

13. Describe and demonstrate a thorough understanding of “Constructivism” and implement this thinking process in the classroom through the use of the learning cycle, skilled questioning, and developing the vocabulary necessary to implement science concepts in lessons. (SM).

14. Recognize the benefits of a physically active lifestyle and promote daily activities that will encourage students to become lifelong participants of physical activity (KL/CK) Diversity

15. Create a safe and challenging environment in which students can engage in and enjoy physical activity (PS/CK/SM). 

16. Identify and describe characteristics of individuals with exceptionalities. (CC1, K4; CF, CK&KL) . Diversity

17. Describe similarities and differences of individuals with and without exceptional learning needs. (CC:2, K4)

18. Access information on exceptionalities. (CC:9, S10) Diversity

19. Understand the validity of health information and health promoting products and services. (CK, KL)

20. 

Activities and Assessments:

Course activities include lecture, online assignments, observation, whole class teaching, research, exams, and a written and oral health project.

Portfolio Artifacts:

Will be discussed in class.

Field Experiences:

Teacher candidates will plan and teach during the semester two units that focus on life science-physical education-health-literacy. Forms and procedures for field
experiences will be posted on the course Blackboard Site. Students are responsible for entering their field experience data into the Pass-Port System (This is a course requirement).

This class requires five hours of observation and ten hours of teaching. This is split between the two halves of the semester. (1st half - 2.5 hrs. of observation & 5-hrs. teaching a life science unit, 2nd half 2.5 hrs. of observation & 5 hrs. teaching a health/PE unit, both units need to be in an inclusion setting at an approved school)

Attendance:
Class attendance is mandatory. Absences (excused or unexcused) will lower your grade as follows: 1st absence - no penalty, 2nd absence - 5% reduction in final course grade, 3rd absence - 10% reduction in final course grade, 4th absence - you can drop the course (if prior to the published drop date) or receive a maximum grade of D for the course. Being tardy or leaving early counts as one half absence.

Grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Classroom Observation reports (total of 2)</td>
<td>Sept. 12, Oct. 31</td>
<td>25 x 2 = 50</td>
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<tr>
<td>2. Professionalism, Participation</td>
<td>End of class</td>
<td>20</td>
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<tr>
<td>3. Midterm</td>
<td>Oct. 10</td>
<td>100</td>
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<tr>
<td>4. Unit including 5 lesson plans (total of 2)</td>
<td>5 days before unit is taught**</td>
<td>305 x 2=610</td>
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<tr>
<td>5. Teaching Video Week I &amp; Week 2*</td>
<td>Oct. 10, Nov. 28</td>
<td>100 x 2=200</td>
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<tr>
<td>6. Reflections (1 per lesson = 10 reflections)</td>
<td>Oct. 10, Nov. 28</td>
<td>10 x 10=100</td>
</tr>
<tr>
<td>7. Homework, Quizzes, assignments</td>
<td>various</td>
<td>100</td>
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<tr>
<td>8. Health project</td>
<td>TBA – Oct.-Nov.</td>
<td>100</td>
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<tr>
<td>9. Final Exam</td>
<td>Dec. 5</td>
<td>100</td>
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Total Possible Points 1380

Grading Scale:

A= Excellent 94-100%; B= Good 87-93%; C= Average 80-86%; D=Passing 73-79%; F=Failing 0-72%.

*Note: You must score an 80% of higher on the teaching component of this course in order to pass. (The 80% can be the average of the two videos.)

** Note: The 5-day requirement allows time for the instructor to grade the unit before it is taught. This also allows time for changes to be made if needed. You cannot continue on to the teaching of the unit without approval.
Final Course Grade:
Factors that may have an effect on your final course grade are attendance, completion of field experiences, completion of pass-port requirements.

Last Day to Drop Class: Oct. 20, 2006

Policies:
1. All coursework must be successfully completed prior to student teaching or internship.
2. All PRAXIS exams must be successfully completed prior to student teaching/internship.
3. Students who took MAT 610 during or after Fall 2004 MUST submit their portfolios electronically through Passport.
4. It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.
5. Students will be permitted to enroll in any EDUC, MAT, EPSY, ECE course only twice.
6. Students will be permitted to repeat only two EDUC, EPSY, ECE, or MAT course twice.
7. Free discussion, inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review.
8. All cell phones should be silenced for the duration of the class.
9. Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.
10. Prerequisites for courses and academic policies are based on the current school year catalogue.
11. The college campus is NOT a place for children. Students are not to bring children into the classroom or allow them to remain in the building unattended.
12. Qualified students with a disability who are seeking accommodations under the Americans with Disabilities Act are required to self-identify with the Office of Student Life, Room 203, Student Union. NO accommodations will be granted without appropriate documentation.
13. USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE WITH STUDENTS Beginning January 1, 2003, e-mail will be considered one of the official forms of communication at the University. A new University policy ensures that all students will have access to a University e-mail account, outlines the student’s responsibilities in having such an account, and establishes expectations for
communication between faculty and students for educational purposes and between the University and students for university business purposes. You should read and be familiar with this policy found on-line. Students are expected to check their e-mail accounts on a frequent and consistent basis in order to receive University communications in a timely manner. The University recommends checking e-mail several times per week, preferably once a day. It is the student’s responsibility to report any problems with e-mail accounts or access to e-mail to the Help Desk. I frequently use e-mail as a source of communication.

The Internet is now full of Spammers, worms, viruses, and other yet to be named vermin. Consider that and the fact that I have about 80 students and 50 advisees. This means I don’t recognize W numbers. I will not respond to an e-mail that does not identify the sender. The e-mail header should include course number, name, and subject of the e-mail. This is important in my storage and retrieval of e-mail as well.

**Format for subject heading:** course & section/your name/ topic

**Example subject heading:** MAT 651-01/Pat Smith/Observation Report # 1

I will deduct 1-point from your professionalism points for every e-mail that is not properly formatted.

**Class Policies:**

1. Late work: Late work will not be accepted. Make up work for illness or severe emergency that may be excused is the student's responsibility and must be completed as arranged with the instructor prior to the due date.

2. Engaged participation in class is expected. Students are expected to have done the reading assigned before the class session and contribute to the class procedures.

3. Students whose behavior interferes with the class proceedings will be asked to leave the class session.

4. All written work must be typed and double-spaced following the APA writing style.

5. Technology Management: You are responsible for the use of capable and reliable technology. This includes your choice of computer, operating system, software, and Internet provider. Lost e-mails, hard drive crashes, and lack of back-ups will not be considered as an excuse for lost or incomplete work. Make sure you have the habit and system for backing up your work!
6. Attendance: Class attendance is mandatory. Absences (excused or unexcused) will lower your grade as follows: 1st absence - no penalty, 2nd absence - 5% reduction in final course grade, 3rd absence - 10% reduction in final course grade, 4th absence - you can drop the course (if prior to the published drop date) or receive a maximum grade of D for the course. Being tardy or leaving early counts as one half absence.

7. Syllabus: The instructor reserves the right to change the syllabus as needed to better accomplish stated course goals, speakers, and the field experiences.

Journals:

Science and Children
Science Scope
Science Teacher
American Biology Teacher
Journal for Research in Science Teaching
School Science and Mathematics
Journal of Elementary Science Education
Science Education
Science Activities
International Journal of Science Education
American Journal of Health Education
Journal of School Health

Reference List:


