

George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

ELED 543-D01: Children, Family, Culture and Schools, Ages 4-12
3 Credits, Fall 2020 (August 24 – December 7)
Mondays – 10:00 am – 12:40 pm (Synchronous)
TBD – Other Asynchronous Requirements

Professor: Dr. Elizabeth (Betsy) Levine Brown
Office Hours: By appointment
Office Location: Thompson 1804
Office Phone: (703)-993-5345* (*use cell number provided in class)
Email: ebrown11@gmu.edu

CATALOG COURSE DESCRIPTION

COURSE DESCRIPTION

- A. **Prerequisites:** Admission to Elementary Education licensure program
- B. **University Catalog Course Description:** Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.
- C. **Expanded Course Description:** N/A
- D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

LEARNING OUTCOMES

This course is designed to enable students to:

1. detail the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. identify interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. read and reflect upon contemporary theories of human development and their relevance to educational practices in elementary schools.
4. understanding of current research on the brain, its role in learning, and implications for instruction
5. examine interaction of children with individual difference – including but not limited to substance abuse(s), trauma, child abuse and neglect and other adverse childhood experiences and/or family disruptions
6. observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
7. identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

STANDARDS

PROFESSIONAL STANDARDS:

Upon completion of this course, students will have met the following professional standards:

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

1.0 Development, learning, and motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

InTASC Standards

Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 10: The teacher seeks 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.

8 VAC 20-25-30. Technology standards

- A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- C. Instructional personnel shall be able to apply computer productivity tools for professional use.
- D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. These courses require 15 hours of field experience.

This course uses Blackboard (**also denoted as Bb**) provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Technical Requirements

To participate in this course, students will need to satisfy the following requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - **Adobe Acrobat Reader:** <https://get.adobe.com/reader/>
 - **Windows Media Player:** <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - **Apple Quick Time Player:** www.apple.com/quicktime/download/

COURSE TEXT

Required Texts

McDevitt, T. & Ormrod, J. (2015). *Child Development and Education*. (6th ed.). Pearson.

Recommended Texts

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14 (4th ed.)*. Turners Fall, MA: Center for Responsive Schools, Inc.

Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

COURSE ASSIGNMENTS & EVALUATIONS

1. Assignment Descriptions

Weekly

a. Attendance and Participation (20 points total)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, cell phones are for emergency use only and it is expected that you will not use cell phones in class for purposes such as texting, social media, or phone calls.

Over the Semester

b. Literature Circle Activities (20 points total)

It is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings and apply the readings to classroom activities. We will also use these opportunities to see connections from your readings ACROSS courses.

Literature circles can be considered “book clubs”, however, there are two group activities that you will complete that require you to connect your course readings to the knowledge,

interpretation and applications required to complete group activities. The first activity is a community mapping activity and the second is a home visit activity. More details about each assignment will be provided in class.

c. Observation Journals (20 points total)

You will complete observation journals to synthesize the course readings and observations made on school sites and critically reflect on how those literature/observation connections inform future teaching practice. Just completing the readings and observing in isolated actions is not enough to maximize your learning opportunities. Therefore, we will use observation journals to analyze and reflect on how your observation inquiries connect to evidence-based research and apply to developmentally appropriate practice.

d. Physical Development Report (15 points total) — PBA

As an observation group, you will observe the physical development inclusive of health, physical capacities and movement possibilities within your observation classroom. Through observation and interview, as a group, you will begin to understand physical capabilities of your observed student as well as the physical, instructional movements incorporated within his/her daily school routines. To comprehensively develop this report, you should complete **eight hours of observation** and **one interview** with your observation student [selected as a group]. **(Because of remote work adaptations for this course, this former requirement will be amended.)** Based upon the data collected, you will use that data to:

- 1) Describe the physical observations collected. (Think: *What was observed regarding these students' physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview.*)
- 2) Analyze and summarize the findings based on your knowledge of the observed students' typical physical capabilities, health and movement. (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature? What does this research/observation connection mean for teachers?*)
- 3) Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for future teaching. (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhance quality of life and improve student learning?*)

***A detailed rubric and assignment description is attached.**

e. Applied Developmental Scenarios (25 points total)

The assignment is to integrate your course readings and field observations and apply your ecological and developmental knowledge to your future practice. You will highlight, analyze, reflect and respond to two of four applied developmental scenarios. You can pick which scenarios you respond to. Your response requires three parts.

- **Highlight** the ecological and/or developmental capacities at play in the scenario. In short, what is going on ecologically or developmentally for this student and is important for the educator to consider?

- **Integrate and analyze** the course readings to explain the relevance of the ecological and/or developmental capacities noted in the scenario. [*Keep in mind there are likely more than one ecological or developmental consideration within the scenario. Therefore, multiple course readings can apply to explain the capacity discussed.*] To show your knowledge and understanding of the course readings and how they apply to your work, you should use **MULTIPLE** course readings relevant to explaining the ecological and developmental capacities you noted in Part 1.
- **Reflect** as a developmentally appropriate educator on how you would address these ecological and developmental capacities for this particular student. Consider what you would do not only in your classroom walls but also outside your classroom (e.g., think about the ecology).

To assist with this assignment, use the resources provided in class (e.g., developmental observation journal, debriefing conversations, mentor teacher dialogues, literature circles) as useful guides to thinking about the scenario. Remember how we debriefed on observations in class. Remember to tackle the scenario as if you were the teacher and highlighting the research that supports your approaches to addressing the scenario.

You will complete your response to **each** scenario in 3 pages double spaced. Both of your responses will be uploaded **TOGETHER** (in one document) in Blackboard/Tk20.

2. Assignment Points and Grading

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5	Attendance and Participation	20 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Literature Circle Activities	20 points	Activity 1 10/5 Activity 2 11/23
1, 2, 5	Observation Journals	20 points	4 times across semester
1, 3	Physical Development Report (PBA)	15 points	11/2
1, 2, 3, 4, 5	Applied Developmental Scenarios	25 points	12/7
		100 points	

Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course. Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>.

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

3. Other Assignment Expectations

- All written assignments **MUST** be **double-spaced, 1" margins and black, 12-point font** (Times New Roman, Calibri or Arial). **APA format is required.** If you do not have the APA Manual 6th edition, the OWL at Purdue is an excellent resource: <https://owl.english.purdue.edu/owl/resource/560/01/>.
- All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.
- All assignments must be submitted on the due date stated within the course calendar (see below) AND submitted to **Blackboard**.
- All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown_PhysicalDevelopmentReport**).

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

***Please Note:** *I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

4. TK20/Performance-Based Assessment(s) Submission Requirement

Every student registered for any Elementary Education course with a required TK20 performance-based assessment(s) (designated as such in the syllabus). Each student must submit this/these assessment(s) to Tk20 through 'Assessments' in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>)
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard, change the link to: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <http://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on emergency.gmu.edu.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/policies-procedures/>

CLASS SCHEDULE

Note: Calendar is tentative and may be modified in line with course needs.

Date	Guiding Questions/Topics	Readings Due	Assignments Due
Monday, August 24 Blackboard Collaborate	Getting to know each other! How does child development and psychology pertain to my work as an elementary teacher and making a difference in the lives of children?	McDevitt/Ormrod Chapter 1 (p. 1-11) Reading Uploaded to Blackboard Willing to Be Disturbed (and emailed to students)	Assigned reading (emailed in welcome letter)
Monday, August 31 Blackboard Collaborate	Why is the ecological model of development relevant for schools, teaching and student learning?	McDevitt/Ormrod Chapter 1: p. 11-32 Reading Uploaded to Blackboard Bronfenbrenner (1994) – read directions posted to know what sections of the article to read (skip section 4) Ecological Model Handout	Syllabus Review Complete student information form Literature Circle Introductions
Monday, September 14 Blackboard Collaborate	Introducing Groveton Elementary School *Where is the school located? *Who are the leaders? *Where does the school stand regarding community demographics? How do we engage in developmental observations?	Reading Uploaded to Blackboard Observing, Recording, and Reporting Children's Development Chapter 5	Online modules for APA and Honor Code due Read instructions for and begin work on Literature Circle Activity 1
Monday, September 21 Blackboard Collaborate	What is culture? How may our personal biases of culture influence our teaching?	McDevitt/Ormrod Chapter 3: p. 97-112 Readings Uploaded to Blackboard Towards A Conception of Culturally Responsive Classroom Management	Observation Journal #1 due Work on Literature Circle Activity 1

		But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy	
Monday, September 28 Blackboard Collaborate	Who are our home-school partners? What does it mean to engage families?	McDevitt/Ormrod Chapter 3: p. 67-97 Reading Uploaded to Blackboard Halgunseth, Peterson, Stark, & Moodie (2009)- Family engagement, diverse families, and ECE – JIGSAW activity across observation groups Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator	Work on Literature Circle Activity 1
Monday, October 5 Blackboard Collaborate	How does the brain influence physical development and learning? How do we engage in reflective practice? [Reading on reflection read in class]	McDevitt/Ormrod Chapter 5 (p. 152-184 and 192-196) <i>Optional p. 185-191</i> Readings Uploaded to Blackboard Jensen Chapters Reflecting on Teaching	Literature Circle Activity 1 due
Tuesday, October 13 Asynchronous	What do elementary teachers need to know to support students with mental health needs?	Online Modules	Observation Journal #2 due Discussion Post
Monday, October 19 Blackboard Collaborate	What theories of cognitive development influence how we teach elementary students? How do students learning styles inform their cognitive functioning in the classroom?	McDevitt/Ormrod Chapter 6 McDevitt/Ormrod Chapter 7	Work on Physical Development Report Work on Literature Circle Activity 2

Monday, October 26 Blackboard Collaborate	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?	McDevitt/Ormrod Chapter 11 McDevitt/Ormrod Chapter 12 McDevitt/Ormrod Chapter 14	Observation Journal #3 due
Monday, November 2 Asynchronous	Writers Workshop / Conferences		Physical Development Reports due by 11:59pm Read instructions for and begin work on Literature Circle Activity 1
Monday, November 9 Asynchronous	How does your knowledge of development apply to working with children who experience trauma?	Readings Uploaded to Blackboard Helping Students in an age of Terrorism Helping Elementary Age Children Cope Post-traumatic stress disorder in Children: What Elem Teachers Should Know NPR: To head off traumas legacy: Start young	Work on Literature Circle Activity 2 Discussion Post
Monday, November 16 Blackboard Collaborate	In what ways can you support the developmental and cultural influences of student learning within your classroom environment? How will you motivate your students?	McDevitt/Ormrod Chapter 13 Readings Uploaded to Blackboard Dweck Article	Observation Journal #4 due Work on Literature Circle Activity 2
Monday, November 23 Asynchronous	No Class		Literature Circle Activity 2 due Work on Applied Developmental Scenarios

<p>Monday, November 30 Blackboard Collaborate</p>	<p>With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?</p> <p>School-Liaison Thank Yous</p>	<p>McDevitt/Ormrod Chapter 15</p>	<p>Work on Applied Developmental Scenarios</p> <p>Course Evaluations</p>
<p>Monday, December 7 Asynchronous</p>	<p>Writers Workshop / Conferences</p>		<p>Applied Developmental Scenarios due</p> <p>Course Evaluations</p>

PBA: Physical Development Report

You will consider how classroom observations via online video, virtual classroom learning and your own classroom experiences detail key observations of physical development inclusive of health, physical capacities, movement and learning environment elements. Through observation and interview (if possible), you will begin to understand physical capabilities of an observed student or “pretend observed student” as well as the physical environmental learning spaces incorporated within his/her daily school routines. You will build from your observation journal to more comprehensively prepare this physical development report. Based upon the data collected, you will use that data to consider each of these areas below for all physical capacities and environmental elements related to physical development.

When describing each physical capacity and physical environment element, you should include:

- 1) **Describe the physical observations collected.** Consider comprehensively how we’ve discussed physical development. (Think: *What was observed regarding these students’ physical development? Consider discussion of the observations in the classroom and school as well as the information gleaned from the interview. Be very specific in your observation descriptions.*)

- 2) **Analyze and summarize the findings based on your knowledge of the observed students’ typical physical capabilities, health and movement.** (Think: *What does typical physical development look like at this age? How does the data connect to the physical development literature?*)

- 3) **Explain the implications for practice.** (Think: *What does this research/observation connection mean for teachers? What does this mean for your observation student’s overall development and learning?*)

- 4) **Demonstrate your understanding of the importance of active, healthy lifestyles for young children by discussing the implications of your findings for future teaching.** (Think: *What would I do in my classroom in terms of incorporating physical activity and movement? What activities would I incorporate in my classroom to foster healthy life styles, enhance quality of life and improve student learning?*)

Topic	Does Not Meet 0	Approaches Standard 1	Meets Standard 2	Exceeds Standard 3
Describe the physical observations collected INTASC 1 ACEI 1	Candidate does not describe observed students’ physical development.	Candidate describes only some observed students’ physical development with mention only of 1-2 sources of data.	Candidate describes all observed students’ physical development with general discussion of	Candidate describes all observed students’ physical development with full discussion of observations and interview data.

			observations and interview data.	
Assess observations to typical development INTASC 1 ACEI 1	Candidate does not discuss age appropriate physical development.	Candidate describes findings from physical development observations but does not incorporate general knowledge of student learners and learner development.	Candidate uses general knowledge of student learners and learner development to describe findings from physical activity observations.	Candidate uses detailed, research based knowledge of student learners and learner development to describe findings from physical development observations.
Implications of findings for future teaching INTASC 1, 2 ACEI 1, 3.2	Candidate does not use their knowledge of physical development literature to describe implications for future teaching.	Candidate describes implications for future teaching but does not incorporate general knowledge of physical development literature.	Candidate uses general knowledge of physical development literature to describe implications for future teaching.	Candidate uses detailed, research based knowledge of physical development literature to describe implications for future teaching.
Activities for fostering healthy lifestyle INTASC 1, 2 ACEI 1.0, 3.2, 5.2	Candidate does not use knowledge of human and physical development literature to explain activities that foster active healthy life styles in their future classroom.	Candidate explains activities for future classroom that foster active healthy life styles but does not incorporate general knowledge of human and physical development literature.	Candidate uses general knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.	Candidate uses detailed, research based knowledge of human and physical development literature to explain activities that foster active healthy life styles in future classroom.
Timeliness of Submission	Late			On Time