

**STONE CHILD COLLEGE**  
**Methods of Physical Education and Health Enhancement**  
**EDU 350**

**COURSE INFORMATION**

- A. Course Number: EDU 350
- B. Credits: 3
- C. Prerequisite: Admission to TEP Program
- D. This course is offered Fall Semester

**INSTRUCTOR INFORMATION**

TBA

**REQUIRED MATERIALS**

- A. Required Textbook: Dynamic Physical Education for Elementary School Children (14th, 15th, 16th, or 17th edition) by Robert P. Pangrazi
- B. Health Enhancement Resource Binder for handouts/resources

**COURSE DESCRIPTION**

**Physical Education and Health Enhancement:** Candidates will develop teaching methods, techniques, and skills necessary to facilitate a comprehensive health enhancement curriculum and recognize the developmental, physical, mental, emotional, and social growth of the elementary-age child. Emphasis will be placed on the importance of health and physical education as an integral part of the elementary curriculum and the impact on child development. Candidates will participate in class activities and discussions on relative topics in the specialized field of health and physical education. During practicum hours, candidates will plan, teach, and assess physical education experiences for K-8 students demonstrating competency in this area.

**COURSE RATIONALE**

Physical and health education contributes to the total growth and development of each child and establishes habits and practices which are essential to life-long wellness.

**COURSE OBJECTIVES**

As a result of having taken this course, candidates will:

1. Demonstrate their philosophical framework upon which to build meaningful curricular experiences in health and physical education (reading responses and lesson plans).
2. Apply major anatomical, mechanical, psychological and physiological laws and theory to physical education and health programming (reading responses and lesson plans).
3. Demonstrate an understanding of maturational factors that play into preschool and elementary physical education curriculum selection (reading responses and lesson plans).
4. Demonstrate knowledge of a wide range of curricular opportunities, approaches, and options available to the physical educator in the areas of movement education, sensory-motor, perceptual-motor programming, games and sports, rhythmic activities, fitness activities and gymnastics (lesson plans and participation).
5. Plan meaningful physical education and health experiences (lesson plans).

6. Facilitate meaningful physical education and health experience (lesson plans and presentations).
7. Implement management strategies, which help to insure safe and effective teaching (lesson plans, reading responses, and lesson presentation).
8. Evaluate the quality and effectiveness of physical education and health instruction (peer critiques, reading responses, and teaching lesson reflections).

**InTASC PRINCIPLES AND PEPP STANDARDS ADDRESSED:**

<b>10.58.532 (h)</b> Candidates will be able to demonstrate knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;
<b>10.58.532 (i)</b> Candidates will be able to demonstrate knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students.

InTASC Principle 5: Application of Content	The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	2.3 Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content
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**COURSE REQUIREMENTS**

- A. Plan a 3-lesson health unit (100 points) and teach one 30 to 40 minute health lesson from the unit plan to peers (50 points) in the class with a reflection/evaluation of lesson and self-assessment.** Final draft of the units will be distributed to classmates and instructor upon teaching a lesson from the unit. Classmates will include peer units in Course Resource Binder.
- B. Plan a 3 lesson PE Unit (100 points) and teach one 40 to 50 minute PE lesson from the unit plan to peers in class (50 points)** Students are encouraged to teach the same lesson that he/she is planning for the Field Experience requirement. PE lessons are chosen from Lesson Plan book that is aligned with the book and are part of the Health Enhancement Unit.
- C. Evidence Documentation Forms (2) (100 points) –** Refer to the Evidence Documentation Rubric

**GRADING SYSTEM**

- A=90-100%**
- B=80-89%**
- C=70-79%**
- D=60-69%**
- F=59% and below**

## COURSE EXPECTATIONS

### Preparation for Class:

Candidates are expected to come to class on time and have assignments submitted according to deadlines. Assignments submitted past the due date will be docked.

### Teaching Lessons:

Individuals who are not prepared on the scheduled day for a lesson that they are teaching should find someone in class to trade times. It is very unprofessional to just show up unprepared or not show up at all. At this point in the program, candidates are expected to be professionals. Preparedness for lessons includes having all materials prepared before class begins and being ready to teach on scheduled day.

**Rewriting Assignments:** In cases where assignments are judged to be poor quality, candidates may request consideration for a rewrite of the assignment. This request must be made by the end of the first week of seeing the grade. Revisions must be submitted no later than the second class meeting from the time the assignment was handed back.

## CREDIT HOURS

Following the SCC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over an 15 week term will approximate: 3 hours/week classroom or direct faculty instruction for a total of 45 hours of seat time. In addition, out-of-class student work will approximate a minimum of 6 hours each week.

## EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

**Evidence Documentation Form 1:** The essential elements for this assessment are: The artifact must demonstrate the candidate's ability to **integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content** (Assessment Indicator 2.3) by demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<b>The artifact must demonstrate the candidate's ability to integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the</b>	Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.	Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements	Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is	Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

<p><b>content</b> by demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students. The Evidence Documentation Form must reflect the 6 traits of writing.</p>		<p>are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	
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**Evidence Documentation Form 2:** The essential elements for this assessment are: The artifact must demonstrate the candidate’s ability to **integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content** (Assessment Indicator 2.3) by demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p><b>The artifact must demonstrate the candidate’s ability to integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content</b> by demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students. The Evidence</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Documentation Form must reflect the 6 traits of writing.				
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