WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Health and Physical Education
COURSE NUMBER: EDU 304

TEXT TO BE USED: If you would like information regarding the textbook(s) for this class, please visit the bookstore website at http://www.wilmu.edu/bookstore

I. COURSE DESCRIPTION:

This course focuses on teaching the mind, body, and spirit components of a healthy lifestyle. Particular emphasis will be placed on the important role of exercise, family and community, work and diet in maintaining good health. Recent findings and reports in medicine, exercise, diet and nutrition will be discussed. This course includes health services, health education, childhood obesity, and healthy school environments.

II. PROGRAM COMPETENCIES

Competency 1:
Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education. (ACEI Standards 2.1-2.8)

Learning Outcomes/Learning Activities: The candidate will learn to create meaningful Learning experiences by:

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1.1 Writing a letter to parents/guardians explaining your philosophy of elementary health and physical education programs.
1.2 Demonstrating content knowledge in Health and Physical Education in completing the exams for this course.

### Competency 2:
Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning. **(ACEI Standard 1)**

**Learning Outcomes/Learning Activities:** The candidate will learn to create opportunities for students that support them developmentally by:

2.1 Describing and demonstrating in a peer teaching setting 10 ways to prepare students for an activity using introductory activities.
2.2 Listing ways in which candidates can motivate students by presenting tasks in an invitational manner.
2.3 Answering the question: How can candidates tell if the activity/skill is appropriate for the age/grade of the student?
2.4 Formulating appropriate and measurable learner objectives.

### Competency 3:
Adapt instruction for diverse learners based on an understanding of how students differ. **(ACEI Standard 3.2)**

**Learning Outcomes/Learning Activities:** The candidate will learn to adapt instruction for diverse learners by:

3.1 Describing ways in which you would modify games/activities to meet the needs of students.
3.2 Discussing methods of grouping students for games/activities that will not perpetuate stereotypes, i.e., “If your birthday is in August, you may step up to the line,” instead of “Boys against girls in this race.”
3.3 Observing a classroom where physical education is being taught. Report on your findings about the diversity of the class and about the teacher’s interventions/modifications.

### Competency 4:
Demonstrate proficiency in oral and written communication. **(ACEI Standard 3.5)**

**Learning Outcomes/Learning Activities:** The candidate will demonstrate proficiency in oral and written communication by:

4.1 Presenting orally to this class a rationale for the use of data to determine health education needs for a community. Include information on the types of data.
4.2 Writing summaries of two articles from a professional journal on the abuse/use of drugs and/or alcohol by young students.
4.3 Distinguishing between behaviors that foster and those that hinder well being.
4.4 Applying correct English mechanics/conventions in written assignments, oral presentations,
and in classroom participations.

**Competency 5:**
Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior. (ACEI Standard 3.4)

**Learning Outcomes/Learning Activities:** The candidate will learn about creating positive learning environments by:

5.1 Describing teacher stereotypes of children and how they can be avoided.
5.2 Relating the important difference between explaining and teaching management protocols.
5.3 Describing the characteristics of teachers who create positive learning environments in physical education.
5.4 Explaining how teachers can exhibit competence in carrying out planned programs.

**Competency 6:**
Design instruction based upon knowledge of the disciplines, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning. (ACEI Standard 3.1)

**Learning Outcomes/Learning Activities:** The candidate will learn to design effective instruction by:

6.1 Writing a lesson plan based on one of the DE Content Standards for Health for a grade of your choice.
6.2 Developing a logical scope and sequence plan for a health education program based on the DE Content and Performance Standards for Health.

**Competency 7:**
Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge. (ACEI Standard 3.3)

**Learning Outcomes/Learning Activities:** The candidate will learn to apply a variety of instructional approaches by:

7.1 Designing instructional strategies consistent with specified learner objectives.
7.2 Explaining how teachers can monitor student comprehension of the lesson being taught.

**Competency 8:**
Use multiple assessment strategies for the continuous development of students. (ACEI Standard 4)

**Learning Outcomes/Learning Activities:** The candidate will learn to use multiple assessments by:
8.1 Explain the effectiveness of an elementary school health and physical education program.
8.2 Assessing the individual progress the children are making.
8.3 Developing scoring rubrics for lessons being taught.
8.4 Explaining how you will measure using performance tasks.

Competency 9:
Pursue opportunities to improve teaching and thereby enhance professional growth.  
(ACEI Standard 5.2)

Learning Outcomes/Learning Activities: The candidate will learn to pursue opportunities to improve teaching by:
9.1 Using the American Association for Health Education (AAHE) Standards to select material for an oral presentation on the implications of future program planning of school health programs.

Competency 10:
Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community.  
(ACEI Standards 5.3 and 5.4)

Learning Outcomes/Learning Activities: The candidate will collaborate with the community to support learning by:
10.1 Explaining the relationship between sound practices in nutrition habits to health and fitness.
10.2 Demonstrating ways in which children can balance physical activity with caloric intake to prevent childhood obesity.
10.3 Identifying community agencies that promote healthy living.

Competency 11:
Use educational technology as an instructional and management tool.  
(ACEI Standards 3.3 and 3.5)

Learning Outcomes/Learning Activities: The candidate will learn the use of educational technology as an instructional tool by:
11.1 Explaining how one would use computerized health information systems effectively.

Competency 12:
Understand and maintain standards of professional conduct guided by legal and ethical principles.  
(ACEI Standard 5.1)

Learning Outcomes/Learning Activities: The candidate will show understanding of legal and ethical principles by:

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12.1 Monitoring equipment and procedures for safety issues.
12.2 Explaining how teachers can demonstrate ethical behaviors in teaching and managing the health and physical education classes.
12.3 Justifying the need for confidentiality with regard to student health and physical education information.

**Competency 13:**
Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

**Learning Outcomes/Learning Activities:** The candidate will exhibit vigor, strength of inner self, humor, fairness, and concern for students by:

13.1 Describing how you can demonstrate the dispositions and skills to facilitate cooperation among health educators, other candidates, and appropriate school staff.

**Competency 14:**
Obtain and retain successful employment in the profession of education

14.1 Responding to a job interview question: What is your philosophy of Physical Education in the schools?

**III. ATTENDANCE POLICY:**

In the College of Education, faculty must approve all requests for exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to attend class may result in lowering the final passing grade or assigning a FA (failure due to absence). Early departures and late arrivals will be cumulative and will result in missing a while class period. It is the student’s responsibility to obtain and complete assignments on the due dates.
Structured External Assignment (SEA):

**THIS IS AN ESSENTIAL TASKSTREAM DATA COLLECTION ASSIGNMENT. ASSESSMENT CAN BE FOUND IN THE CANDIDATE’S TASKSTREAM ACCOUNT UNDER EDU 304-**

Using the Delaware Content Standards for Health, or for Physical Education, with the integration of Fine Arts, create a WILMU lesson plan for the age/grade of students you select. The plan must be comprehensive and expressive, being sure to integrate such key elements as: healthy living and human movement or dance, or safety walks, or visual arts and design, or role playing, puppet shows, story lessons and/or storytelling. The scoring rubric is below.

(ACEI sub standards 2.5, 2.6 and 2.7)
<table>
<thead>
<tr>
<th>SCORING RUBRIC ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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<tbody>
<tr>
<td>1. Understanding of instructional planning in health education.</td>
<td>Through the lesson the candidate demonstrated LITTLE OR NO understanding of facets and components of the importance conveying <strong>healthy living</strong> to the age/grade level of students you select.</td>
<td>Through the lesson the candidate demonstrated a DEVELOPING understanding of facets and components of the importance conveying <strong>healthy living</strong> to the age/grade level of students you select.</td>
<td>Through the lesson plan the candidate demonstrated a COMPREHENSIVE understanding of facets and components of the importance conveying <strong>healthy living</strong> to the age/grade level of students you select.</td>
<td>Through the lesson plan the candidate demonstrated a TALENTED understanding of facets and components of the importance conveying <strong>healthy living</strong> to the age/grade level of students you select.</td>
<td>Through the lesson plan the candidate demonstrated a DISTINGUISHED understanding of facets and components of the importance conveying <strong>healthy living</strong> to the age/grade level of students you select.</td>
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<td>2. Understanding of instructional planning in physical education.</td>
<td>During the lesson and in his/her reflections, the candidate demonstrated little or no understanding of the relationship between instructional strategies, assessment, and types of learning.</td>
<td>During the lesson and in his/her reflections, the candidate did not demonstrate an acceptable level of understanding of the relationship between instructional strategies, assessment, and types of learning.</td>
<td>During the lesson and/or in his/her reflections, the candidate demonstrated an acceptable level of understanding of the relationship between instructional strategies, assessment and types of learning.</td>
<td>During the lesson and/or in his/her reflections, the candidate was skillful in demonstrating an understanding of the relationship between instructional strategies, assessment, and types of learning.</td>
<td>During the lesson and/or in his/her reflections, the candidate demonstrated a superior understanding of the relationship between instructional strategies, assessment, and types of learning.</td>
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<td>3. Understanding of instructional planning in fine arts integration with health and physical education.</td>
<td>During the lesson and in his/her reflections, the candidate did not demonstrate an understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>During the lesson and in his/her reflections, the candidate did not demonstrate an acceptable level of understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>During the lesson and/or in his/her reflections, the candidate demonstrated an acceptable level of understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>During the lesson and/or in his/her reflections, the candidate was skillful in demonstrating an understanding of how instructional materials (including technology) can be used to enhance learning.</td>
<td>During the lesson and/or in his/her reflections, the candidate demonstrated a superior understanding of how instructional materials (including technology) can be used to enhance learning.</td>
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