

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

College of Science & Mathematics
School of Education

EDUC 402 Learning to Teach K-8 Health and Physical Education with Diverse Populations

General Course Information

Instructor: Staf

Office Hours: TBD

Office: TBD

Units: 2 Lect. 1 Lab

Telephone: 805-756-XXXX

E-mail address: staff@calpoly.edu

Class Hour: Friday 8 – 10am & 10:10 – 12:00pm

Course Description:

In this course students will learn subject specific instructional methodologies to design and implement elementary school curriculum which addresses state-adopted content standards for Health and Physical Education in California. **3 Units** (2 lecture, 1 Laboratory).

Required Texts:

1. Rink, Hall, & Williams (2013). **Schoolwide Physical Activity: A comprehensive guide to designing and conducting programs.** Human Kinetics Publishers (HKP). ISBN-13: 978-0-7360-8060-6
2. Anspaugh, & Ezell (2013). **Teaching Today's Health** (10th Edition). Pearson. ISBN-13: 978-0321793911
3. Content Standards for Health and Physical Education in California Public Schools <https://www.cde.ca.gov/be/st/ss/>
4. Health Framework for California Public Schools. <https://www.cde.ca.gov/ci/cr/ct/documents/healthfw.pdf>
5. PE Framework for California Public Schools. <https://www.cde.ca.gov/ci/pe/ct/documents/peframework2009.pdf>
6. Selected Articles and readings in Health and Physical Education provided through PolyLearn, including but not limited to:
 - I. Assorted materials from CDC <https://www.cdc.gov/lh/he/cs/csh.asp>
 - II. Developing & Maintaining a Learning Environment, Chapter 6; Rink (2014) *Teaching Physical Education for Learning*. (7th Edition); McGraw Hill
 - III. Skill Themes, Movement Concepts and the National Standards, Chapter 3; Graham, Holt/Hale, & Parker (2013) *Children Moving: A reflective approach to teaching physical education* (9th Edition). McGraw Hill
 - IV. Connolly, M. (2012) *Skills-Based Health Education*, Chapters 1, 2, & 3
 - V. Comprehensive School Physical Activity Programs: A guide for schools (2013) CDC Publication
 - VI. ACSM Complete Guide to Fitness & Health (2011); Chapter 9 Children & Adolescents: Up to Age 17

Academic Responsibilities: Students enrolled in a class are responsible for meeting standards of performance and conduct established by the University and the instructor. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, etc., by scheduled due dates, or face penalties. If any problem arises regarding course work or attendance, the student is held responsible for initiating communication and contact with the instructor. In addition, students are held responsible for behavior and conduct adverse to the preservation of order as established by the University and the instructor.

Non-discrimination Policy: Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, color, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, marital status, physical disability, mental disability, medical condition, and veteran status.

Accommodations: If you have a disability for which you are or may be requesting an accommodation, please make an appointment with me as well as the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

Plagiarism: Cal Poly's Campus Administrative Manual 684.3 states: "Plagiarism is defined as the act of using the ideas or work of another person or persons as if it were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary.

Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole complete another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another project or programs or part thereof without giving credit."

Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. The course instructor must report all suspected incidences of plagiarism to the appropriate persons in administration. Cheating or plagiarism in any form is considered a serious violation of expected student behavior and may result in disciplinary action. For more information, see the Campus Administrative Manual, Section 6.

Course Assignments and Activities: Be certain your work reflects the professional and ethical educator that you are becoming. Punctuality, neatness, clarity of expression, including grammar and spelling, will be factors that influence the number of points you attain on ALL work turned in for a grade. If your ideas are obscured through lack of clarity you can hardly expect to receive full credit. Your work will be returned to you after grading, but please keep everything you turn in for a grade until you have received your final grade in the course. If you have questions about an assignment, please contact me as soon as possible. Additional details regarding all assignments will be presented and discussed in class:

1. Philosophy Paper: Students will write a philosophy paper exploring their personal philosophy of Health and Physical Education. They will incorporate perspectives discussed in class and illustrate what they believe to be the purpose of Health and PE in Elementary Education. Detailed instructions on content, formatting guidelines and submission date are available on PolyLearn. **100 pts**

2. Reading Reflections: Weekly assigned readings are listed on the syllabus. It is essential that you read the assigned materials before class and come prepared to discuss them. Please bring your text to class so that you can refer to it during our discussions. In addition, you will be asked to complete a Reading Reflection for 5 of the class sessions. For your reflections, you will respond each week to a question that is significant to topics for that class and the readings. The maximum score received for reflections is 10/10. Please post your reflections to PolyLearn before the beginning of each class period. The purpose of the reflections is to ensure that you have read and understand the material in the text so that you be a thoughtful participant in the class discussion. **10 @ 10 pts each = 100 pts**

3. Clinical Teaching Exercise: Students will complete two *Clinical Teaching Exercises* one in Health and one in Physical Education. Students will coordinate this exercise within their clinical teaching experience, making both their cooperating teacher and their university supervisor aware of when they will be teaching. The Clinical Teaching Exercise will consist of a plan, teach, assess & reflect cycle; students will write a lesson plan, video themselves teaching that lesson, analyze their instruction, and use that analysis as the basis for their reflection. More detailed instructions are available on PolyLearn but the *Clinical Teaching Exercises* will be evaluated as follows:

Elements of Clinical Teaching Exercise

- (a) Lesson plan
- (b) Analysis of instruction from video
- (c) Reflection –Students will evaluate their instruction using the prompts provided

Points Available

- 30pts
- 20pts
- 50pts

Total Points Possible 100pts

2 Clinical Teaching Exercises; One in Health, One in PE; 2 @ 100pts each = 200 pts

4. Midterm: Students will complete an in-class midterm exam covering all course material covered in lecture and lab. The midterm will have a variety of questions including multiple choice, short answer, and short essay. This exam will be individually completed in class. **100 pts**

5. Final Exam: Students will complete a final exam covering all course material *since the midterm*. The exam will have a variety of question types including, but not limited to, multiple choice, short answer, and short essay. This written assignment will be conducted at the officially designated final exam time during finals week. **100 pts**

Total Points Possible: 600 pts

Grading: A student's final grade will be determined by the proportion of the total possible points they capture; in other words, total points awarded, divided by total points possible, multiplied by 100. The final percentage will then determine the student's final letter grade on the following range:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-95	95-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	< 60

* NB: A grade of B- or better is necessary for all students in order to receive credit for courses in the MSTEP program.

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Commented [VM2]: Assessment 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3, 4.4, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5

Commented [VM3]: Assessment 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3, 4.4, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5

Subject Specific Pedagogy – PE (Clinical Teaching #1)
Subject Specific Pedagogy – Health (Clinical Teaching #2)

Commented [VM4]: Assessment 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3, 4.4, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5

Subject Specific Pedagogy – PE

Commented [VM5]: Assessment 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3, 4.4, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Subject Specific Pedagogy – Health

Learning Objectives & Standards Alignment

COURSE LEARNING OUTCOMES <i>Candidates will know, understand, and be able to:</i>		Assessment	MSTEP Program Outcomes	University Learning Outcomes
1. Apply the concept of holistic health by planning, designing and evaluating an effective health education lesson, and an effective physical education lesson.		Philosophy Paper; Reading Reflections; Clinical Teaching Exercise, mid-term & final exam.	1-3	1, 2, 3, 5 and 6
2. Identify and synthesize practical teaching methods, techniques, and classroom management skills to create positive and inclusive learning environments in PE and Health.		Clinical Teaching Exercise, mid-term & final exam.	1-5	1, 2, 3, 5 and 6
3. Articulate and apply the Health and Physical Education Content Standards, with the Health and Physical Education Frameworks for California Public Schools by designing and implementing a physical education lesson.		Clinical Teaching Exercise, mid-term & final exam.		
4. Implement with fidelity a variety of assessment tools and practices to effectively plan and evaluate Health & Physical Education instruction in grades K-8.		Clinical Teaching Exercise, mid-term & final exam.	1-6	1-6
5. Design and implement a multi-modal, cross-disciplinary, that includes explicit instruction of academic language lesson in the content areas of Health and PE.		Clinical Teaching Exercise, mid-term & final exam.	1-6	1 – 6
6. Demonstrate a variety of appropriate class management techniques to create positive and inclusive learning environments, with awareness in grades K-8.		Philosophy Paper; Reading Reflections; Clinical Teaching Experience, mid-term & final exam.	1-6	1-6
7. Reflect and describe professional learning and leadership practices that promote career-long goals for a coordinated approach to school health and physical education.		Philosophy Paper & Reading Reflections	6	1-6
MSTEP Program Outcomes (TPEs): <ol style="list-style-type: none"> Engage and support ALL students in learning Create and sustain environments that are culturally responsive and effectively support learning Demonstrate understanding of subject matter and organize content specific instructional sequences Plan instruction and design learning experiences for ALL students Create and use assessments to inform instruction Engage in professional practices and professional growth 	SOE Learning Themes: <ul style="list-style-type: none"> InformED: Advancing Disciplinary Knowledge EmpowerED: Responding to Diverse Learning Needs EngagED: Building Cultural Responsiveness ConnectED: Drawing on Knowledge and Partnerships across Disciplines & Communities GroundED: Demonstrating Professionalism TransformED: Encouraging Continuous Growth and Reflection 	University Learning Outcomes* Graduates are able to... <ol style="list-style-type: none"> Think critically and creatively Communicate effectively Work productively as individual and in groups Use knowledge/skills to make positive contribution to society Make reasoned decisions based on understanding of ethics, respect for diversity, and awareness of sustainability issues Engage in lifelong learning *abridged		

DAY/DATE	TOPICS & ASSIGNMENTS	ASSESSMENTS	TPE	SOE Clinical Practice Observation Rubric (At the back of this document)
Week 1	Class Topic: Quality Daily Physical Education Programs in grades K-8 Readings: <ol style="list-style-type: none"> 1. Rink, Hall, & Williams, Chapters 1, 2, 3 & 7 2. Comprehensive School Physical Activity Programs: A guide for schools (2013) CDC Publication https://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf 3. California K-8 Standards for Physical Education https://www.cde.ca.gov/be/st/ss/ 4. Skill Themes, Movement Concepts and the National Standards, Chapter 3; Graham, Holt/Hale, & Parker (2013) Children Moving: A reflective approach to teaching physical education (9th Edition). 	Weekly Reading Quiz 1: Reading quiz will cover Rink, Hall & Williams Chapter 1 & 2 Activity: Informal non-graded assessment of students' retention of content from chapter 7: Low Organization Games	1.1 6.1 6.2 6.3 6.5	D1 – Reflecting on Teaching D2 – Professionalism A1 – Knowledge of Students
	Lecture: <ul style="list-style-type: none"> • Course Introduction • Reflecting on our PE & Health experiences – Myths & reality • Confronting biases and attitudes about PE & Health • Considering today's learners and their needs • Goals and expectations for this course 	Introduction to the BSER Framework and the Movement Themes approach to Elementary Physical Education; Informal non-graded assessment.		
	Activity: <ul style="list-style-type: none"> • Introduction to the BSER Framework • Fundamental Movement Patterns & Movement Themes in Elementary PE • The value of Low Organization Games in grades K-8 			
Week 2	Class Topic: Instructional Design in Physical Education, Grades K-8 Readings: <ol style="list-style-type: none"> 1. Rink, Hall, & Williams, Chapters 3, & 8 2. Readings Adapted Physical Education & inclusive physical activity 3. Physical Education Hall of Shame; Articles 1-3; JOHPERD 4. PE Framework: https://www.cde.ca.gov/ci/pe/cl/documents/peframework2009.pdf 5. CDC's PECAT: https://www.cdc.gov/healthyschools/pecat/index.htm 	Weekly Reading Quiz 2: Reading quiz will cover Rink, Hall & Williams 3, & 4 Activity: In formal non-graded assessment of students' retention of the BSER Framework. Application of Movement Concepts approach to Elementary PE, and informal assessment of students' retention of content from chapter 8: Dance & Rhythms.	1.3 1.4 1.5 3.1 3.2 3.3 3.4 4.4 4.7	A1 – Knowledge of Students A2 – Setting Outcomes A3 – Designing Instruction A4 – Designing Assessment C2 – Questioning & Discussion Techniques C3 – Engaging Students in Learning
	Lecture: <ul style="list-style-type: none"> • Analysis of the PE Framework/Content Standards • Organizing curriculum and designing instruction and PE • Applying UDL in PE education • Connecting PE to real-life concepts • Promoting critical and creative thinking, inquiry, and analysis in PE • Using the PECAT to analyze the students' Clinical Placement sites PE Curriculum 			
	Activity: <ul style="list-style-type: none"> • BSER Framework continued • Unpacking the Baggage: Shame Free Physical Education • The Implicit or Hidden Curriculum in Elementary Physical Education • Dance and Rhythms in Elementary Physical Education 			

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Commented [VM7]: 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 4.4, 4.7 I/P – Introduced in Readings, Videos, and Instructor Presentations. Practiced through discussions & activities in class.

Subject Specific Pedagogy for PE Education

Week 3	<p>Class Topic: Managing Dynamic Learning Environments: Creating Positive & Shame Free Environments in PE</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Rink, Hall, & Williams, Chapters 4, & 6 2. Developing & Maintaining a Learning Environment, Chapter 6; Rink (2013) <i>Teaching Physical Education for Learning</i>. (6th Edition); McGraw Hill 3. Comprehensive School Physical Activity Programs: A guide for schools (2013) CDC Publication https://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf <p>Lecture:</p> <ul style="list-style-type: none"> • Unique considerations of classroom management in PE • Creating environments that are physically, mentally, emotionally, and socially healthy • Setting norms and routines for PE classes • Dealing with shame and fear in PE, creating an environment of respect and rapport • Designing School Wide Physical Activity programs in the Elementary School <p>Activity:</p> <ul style="list-style-type: none"> • Micro teaching activities: Practical applications in managing elementary PE • Lesson Plan development for the Physical Education component of the <i>Clinical Teaching Exercise</i>. • Unpacking the K-8 PE Content Standards 	<p>Weekly Reading Quiz 3: Reading quiz will cover reading from <i>Teaching Physical Education for Learning</i> by Rink</p> <p>Activity: Informal non-graded assessment of practical teaching & classroom management practicals</p>	2.1 2.2 2.3 2.5 2.6 3.6	B1 – Creating an Environment of Respect & Rapport B2 – Managing Classroom Procedures B3 – Managing Student Behavior C1 – Communicating with Students
Week 4	<p>Class Topic: The Role of Classroom Teacher in Physical Activity Programs</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Rink, Hall, & Williams, Chapter 5, 9, & 10 2. Assessment in the Instruction Process, Chapter 11; Rink (2013) <i>Teaching Physical Education for Learning</i>. (6th Edition); McGraw Hill 3. Comprehensive School Physical Activity Programs: A guide for schools (2013) CDC Publication https://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf <p>Lecture:</p> <ul style="list-style-type: none"> • Assessment in PE • Assessing movement and motor skills in PE • Assessing concepts, principles and understandings in PE • Using assessments to adjust instruction in PE • Engaging students in the process of assessments, reflection, and goal setting <p>Activity: This week, students will teach the PE lesson that will form the basis of their first <i>Clinical Teaching Exercise</i>. Activity for this week will include:</p> <ul style="list-style-type: none"> • Review procedures for shooting video of a PE lesson being taught for use in completing the PE portion of the <i>Clinical Teaching Exercise</i>. • Constructing and conducting assessments in K-8 Physical Education • Complete an analysis of instruction using one of the systematic observation instruments provided on PolyLearn. 	<p>Weekly Reading Quiz 4: Reading quiz will cover Rink, Hall & Williams Chapter 5</p> <p>Activity: Students will informally assess each other's ability to administer assessments of fitness and physical activity.</p>	1.8 5.1 5.2 5.3	A4 – Designing Assessments C4 – Using Assessment in Instruction

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Subject Specific Pedagogy for PE Education

Commented [VM9]: 1.8, 5.1, 5.2, 5.3 I/P – Introduced in Readings, Videos, and Instructor Presentations. Practiced through discussions & activities in class.

Subject Specific Pedagogy for PE Education

Week 5	Class Topic: Teaching Through Movement: Reading, Writing and Movement Readings: <ol style="list-style-type: none"> 1. Teaching Responsibility Tough Physical Activity (2nd Edition), Chapters 2 & 3; By Don Hellison (2009) 2. Review for Mid-Term exam 3. Readings in Cross-curricular instruction in Physical Education 	Weekly Reading Quiz 5: Reading quiz will cover Rink, Hall & Williams Chapter 11 Activity: The Mid-Term Exam will be conducted during the activity portion of Week 5.	1.6 3.5 4.3 5.6	A3 – Designing Coherent Instruction A5 – Planning to Support Emergent Bilinguals C3 – Engaging Students in Learning C5 – Instruction to Support Emergent Bilinguals
	Lecture: <ul style="list-style-type: none"> • Reading and writing in PE • Academic Language and ELD in PE • Designing cross-disciplinary lessons • Using media, graphics, and technology in PE • Teaching Personal and Social Responsibility Through Physical Activity • Review for Mid-Term Exam 			
	Activity: Students will be finishing the Physical Education portion of their <i>Clinical Teaching Exercise</i> . Mid-Term Exam - The mid-term exam will be administered during the regularly scheduled activity portion of class.			
Week 6	Class Topic: Instructional Design in Coordinated School Health Education Programs Readings: <ol style="list-style-type: none"> 4. Anspaugh & Ezell Chapters 1, 2 & 3 5. Coordinated School Health in California: https://www.cde.ca.gov/s/he/cs/csh.asp 6. California K-8 Standards for Health Education https://www.cde.ca.gov/be/st/ss/ 7. https://www.cdc.gov/makinghealtheasier/ 	Weekly Reading Quiz 6: Reading quiz will cover Anspaugh & Ezell Chapter 1 Activity: Informal assessment of performance/participation; Students will develop a Scope & Sequence for a K-8 Comprehensive School Health Education program Small groups prepare an outline & present to the full group for discussion & peer assessment	1.3 1.4 1.5 3.1 3.2 3.3 3.4 4.4 4.7	A1 – Knowledge of Students A2 – Setting Outcomes A3 – Designing Instruction A4 – Designing Assessment Techniques C2 – Questioning & Discussion Techniques C3 – Engaging Students in Learning
	Lecture: Coordinated School Health Education Programs <ul style="list-style-type: none"> • Review Content: Defining terms, Health Education, Promotion, Public Health, School Health and Comprehensive School Health • Supporting personal, family, and community health in Health education • The role of the teacher in coordinated school health • Connecting Health to real-life, community resources • Review the California State Framework K-8 • Promoting critical and creative thinking, inquiry, and analysis in Health 			
	Activity: Planning for Health Instruction <ul style="list-style-type: none"> • Unpacking the Health Framework/Content Standards • The Michigan Model for Health – Review & Discuss • Organizing curriculum and designing instruction and Health • Using the Health Framework, Content Standards, and Anspaugh & Ezell Chapter 3, students will develop a Scope & Sequence for a K-8 Comprehensive School Health Education program • This week, students will pick a topic for the Health lesson that will form the basis of their <i>Clinical Teaching Exercise</i>. 			

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Subject Specific Pedagogy for PE Education

Commented [VM11]: 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 4.4, 4.7 I/P – Introduced in Readings, Videos, and Instructor Presentations. Practiced through discussions & activities in class.

Subject Specific Pedagogy for Health Education

Week 7	<p>Class Topic: Instructional Design in Coordinated School Health Education Programs</p> <p>Readings:</p> <ol style="list-style-type: none"> 6. Anspaugh & Ezell Chapters 4, 5, 6 & 7 7. Readings in Multi-Cultural Health; Promoting Diversity & Inclusion in Health Education 8. State Framework https://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf 9. https://www.cdc.gov/healthyschools/resources.htm 10. Children's Mental Health Resources: https://www.cdc.gov/childrensmentalhealth/ 	<p>Weekly Reading Quiz 7: Reading quiz will cover Anspaugh & Ezell Chapters 4 & 5</p> <p>Activity: Peer assessment of students' ability to administer the HECAT</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.5</p> <p>2.6</p> <p>3.6</p>	<p>B1 – Creating an Environment of Respect & Rapport</p> <p>B2 – Managing Classroom Procedures</p> <p>B3 – Managing Student Behavior</p> <p>C1 – Communicating with Students</p>
	<p>Lecture: Selecting strategies for teaching Health</p> <ul style="list-style-type: none"> • Considerations in selecting teaching strategies • Teaching refusal skills • Using multiple means of engagement and representation to foster learning in health education • Instructional technology and Health instruction • Health disparities: confronting socio-economic, diversity, and equity issues in Health education • Mental Health and Stress Reduction • Emotional Health, self-esteem, expressing emotions • Bullying and student health • The role of the teacher in Promoting mental health <p>Activity: Practical activities in assessment of Health Education</p> <ul style="list-style-type: none"> • Using a Variety of Assessment Strategies in Health • Engaging students in the process of assessments, reflection, and goal setting • Students will design an assessment instrument that aligns with the topic of their Health lesson, in preparation for their <i>Clinical Teaching Exercise</i>. • Students will apply the HECAT to their clinical placement school; results will be used for class discussion only. 	<p>Small groups prepare an outline & present to the full group for discussion & peer assessment; this is a "scaled down" assessment to help students understand the process and the need for advocacy.</p>		
Week 8	<p>Class Topic: Teaching Personal Health & Bodily Systems in K-8 classrooms</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Anspaugh & Ezell Chapters 8, 9, & 10 2. Virtual Healthy School https://www.cdc.gov/healthyschools/vhs/index.html 3. WSCC: The Whole School, Whole Child, Whole Community Model: https://www.cdc.gov/healthyschools/wsc/WSCCmodel_update_508tagged.pdf 	<p>Weekly Reading Quiz 8: Reading quiz will cover Anspaugh & Ezell Chapters 9, & 10</p> <p>Activity: Informal teacher assessment of students' ability to apply a variety of instructional strategies to teach personal health; Assessment of students' ability to synthesize content standards by identifying examples from Virtual Healthy School.</p>	<p>1.8</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>A4 – Designing Assessments</p> <p>C4 – Using Assessment in Instruction</p>
	<p>Lecture: Strategies for teaching Personal Health, exploring the Whole Child, Whole School, Whole Community Model.</p> <ul style="list-style-type: none"> • Teaching body systems at different grade levels, K through 8 • Developing good Personal Health habits • Healthy People 2020: Objectives for personal health implications for children K-8 • Strategies for teaching personal health • Using media, graphics, stories, dramatizations and technology in teaching Health • Teaching students to be conscientious cons <p>Activity: This week, students will teach the Health lesson that will form the basis of their <i>Clinical Teaching Exercise</i>. Activity for this week will include:</p> <ul style="list-style-type: none"> • Virtual Healthy School https://www.cdc.gov/healthyschools/vhs/index.html • Explore the Virtual Healthy School and identify examples of best practice that align with the State Content Standards and Curriculum Framework • Practical micro-teach personal health concepts at different grade levels 			

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Subject Specific Pedagogy for Health Education

Commented [VM13]: 1.8, 5.1, 5.2, 5.3 I/P – Introduced in Readings, Videos, and Instructor Presentations. Practiced through discussions & activities in class.

Subject Specific Pedagogy for Health Education

Week 9	Class Topic: Teaching Grade Appropriate Family Living Readings: 1. Anspaugh & Ezell Chapters 11, 12, 13, & 14 2. http://www.advocatesforyouth.org/for-professionals/sex-education-resource-center 3. http://www.advocatesforyouth.org/serced?task=view	Weekly Reading Quiz 8: Reading quiz will cover Anspaugh & Ezell Chapters: 12 & 14 Activity: Informal teacher assessment of students' level of preparation to complete the <i>Clinical Teaching Exercise</i>	1.6	A3 – Designing Coherent Instruction A5 – Planning to Support Emergent Bilinguals C3 – Engaging Students in Learning C5 – Instruction to Support Emergent Bilinguals
	Lecture: Teaching difficult content, grade appropriate sexuality education and substance use and abuse in health education K-8. <ul style="list-style-type: none">• Discussing different types of families with children K-8• State Mandates for age appropriate Sex and HIV Education• Sexuality Education, cross-cultural differences in attitudes and acceptance• The changing concept of the American Family• Using media, graphics, and technology in teaching Health to children k-8• Using reading and writing to help K-8 students explore making healthy decisions		1.7	
	Activity: This week, students will teach the Health lesson that will form the basis of their <i>Clinical Teaching Exercise</i> . Activity for this week will include: <ul style="list-style-type: none">• Video a health lesson being taught for use in completing the Health portion of the <i>Clinical Teaching Exercise</i>.• Students will discuss their plans for analyzing the video's that they are making at the clinical practice placements.• Complete an analysis of instruction using one of the systematic observation instruments provided on PolyLearn		3.5	
Week 10	Class Topic: Teaching Nutrition, Infectious & non-infectious conditions in K-8 Health Education Readings: 1. Anspaugh & Ezell Chapters 15, 16, 17, & 18	Weekly Reading Quiz 10: Reading quiz will cover Anspaugh & Ezell Chapters 16 & 18 Activity: Informal self-assessment of the <i>Clinical Teaching Exercise</i>	4.3	
	Lecture: Teaching Nutrition, Infectious & non-infectious conditions in K-8 Health Education: <ul style="list-style-type: none">• Diseases – Then and Now• Teaching Children about Disease• Decision stories• Food Habits, Customs & Nutrition• Nutritional needs for School Age Children• Using Puzzles & Games to teach Nutrition		1.3	
	Activity: This week, students will finish teaching their Health lesson and complete their <i>Clinical Teaching Exercise</i> . Activity for this week will include: <ul style="list-style-type: none">• Complete the analysis of the health lesson taught as part of the <i>Clinical Teaching Exercise</i>.• Group discussion and processing lessons learned from the <i>Clinical Teaching Exercise</i>.• Review Assessment strategies used in the <i>Clinical Teaching Exercise</i>.		6.1	
Final Exam: Students will complete a final exam covering all course material since the midterm . The exam will have a variety of question types including, but not limited to, multiple choice, short answer, and short essay. This written assignment will be conducted at the officially designated final exam time during finals week.			6.3	
			6.4	
			6.5	
			6.6	

Commented [VM14]: 1.6, 1.7, 3.5, 4.3 I/P – Introduced in Readings, Videos, and Instructor Presentations. Practiced through discussions & activities in class.

Subject Specific Pedagogy for Health Education

Commented [VM15]: 1.3, 6.1, 6.3, 6.4, 6.5, 6.5 I/P – Introduced in Readings, Videos, and Instructor Presentations. Practiced through discussions & activities in class.

Subject Specific Pedagogy for PE & Health Education

Vision	Mission
<p>The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.</p>	<p>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.</p> <p>School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</p>

Multiple Subject Teacher Preparation Program Learning Outcomes/TPEs

Upon program completion, each teacher candidate will be able to:

1. Effectively engage and support all students in learning.
2. Create and maintain environments that are culturally sustainable and effectively support student learning.
3. Demonstrate sufficient understanding of subject matter to effectively organize content-specific pedagogy to promote student learning.
4. Effectively plan instruction and design learning experiences for all students.
5. Effectively create and use assessments to inform instruction and foster student learning.
6. Engage in professional practices and act in ways that foster their professional growth.

SOE Clinical Practice Observation Rubric Prioritized Skills

PLANNING & PREPARATION

- A1 – Knowledge of Students
- A2 – Setting Instructional Outcomes
- A3 – Designing Coherent Instruction
- A4 – Designing Student Assessments
- A5 – Planning to Support Emergent Bilinguals
- A6 – Planning to Support Students with Disabilities

CLASSROOM ENVIRONMENT

- B1 – Creating an Environment of Respect & Rapport
- B2 – Managing Classroom Procedures
- B3 – Managing Student Behavior

INSTRUCTION

- C1 – Communicating with Students
- C2 – Using Questioning and Discussion Techniques
- C3 – Engaging Students in Learning
- C4 – Using Assessment in Instruction
- C5 – Supporting Emergent Bilinguals in Instruction
- C6 – Supporting Students with Disabilities in Instruction

PROFESSIONAL RESPONSIBILITIES

- D1 – Reflecting on Teaching
- D2 – Professionalism