HS 232
Introduction to Elementary School Health and Physical Education

Course Description
Credit: 3 hours. A course designed for elementary majors. Course includes an overview of health and physical education issues and topics. Consideration will be given to the principles of state laws and policies regarding health and physical education. Students will be introduced to curriculum content and activities in health and physical education. Two hours lecture and one hour laboratory per week.

Course Eligibility
The following is the prerequisite for entry into this course: Elementary Education Major.

Course Objectives:
Upon completion of this course the students will be able to:
1. formulate a personal philosophy and rationale for teaching health and physical education. (PS)
2. identify and describe the components of a coordinated school health program. (PS)
3. discuss state laws and policies regarding health and physical education. (PS)
4. utilize technology to access and evaluate health and physical education resources. (SM)
5. discuss health literacy skills needed by pre-school and elementary school students. (CK)
6. research and discuss health concerns of pre-school and elementary school age students. (CK)
7. identify and demonstrate motor skills taught in the Pre K-8 physical education curriculum. (CK)
8. demonstrate knowledge of activities, motor skills, curriculum, standards, and teaching concepts/strategies for pre K - 8th grade physical education.
9. apply movement concepts and skills to all forms of human movement. (CK)
10. devise sound and appropriate instructional activities. (SM)
11. identify and demonstrate personal life skills, problem solving, stress management, and critical thinking. (SM)
12. evaluate learning experiences presented in class.

Abbreviations refer to components of the Conceptual Framework for Teacher Education at Southeastern Louisiana University: Setting the Standard for Excellence through Best Practice: KL – Knowledge of Learner, CK – Content Knowledge, PS – Professional Standards, SM – Strategy/Methods

PASS-PORT
Candidates are responsible for entering hours for field experiences (observation and teaching at approved sites) and professional development into PASS-PORT. Artifacts to be used in portfolios must also be entered. If an artifact requires instructor evaluation, it is the candidate’s responsibility to request that evaluation after the artifact is loaded into PASS-PORT.

Textbooks

Evaluation
Participation
Exams and quizzes
Projects (content area presentation, portfolio, service project)
Homework Assignments
The Conceptual Framework for Teacher Education at Southeastern Louisiana University:
Setting the Standard for Excellence through Best Practice

What is a Conceptual Framework?
A conceptual framework provides coherence and direction and serves as a means by which professionals describe important aspects of their work. The conceptual framework provides direction for the development of effective professionals, and is a living document that continuously evolves as opportunities and challenges emerge.

Components of the Conceptual Framework
Knowledge of the learner: an understanding of the learner is critical to providing effective and equitable instruction.
Strategies and methods: an understanding of a variety of teaching methods & strategies, as well as a sense of inquiry, creativity, and reflective thinking are goal characteristics of effective teachers.
Content knowledge: teachers should strive to gain a thorough understanding of their content areas of specialization.
Professional standards: standards that guide effective education, both generally and in each discipline area, are used to design our programs, and teachers should know and incorporate professional standards in everyday practice.
Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.
Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.