# Wilmington University College of Education and Liberal Arts

MEE 7607

Master of Science in Elementary Studies (K-6)

Course Number: MEE 7607

Course Title:

- 4. Candidates will identify local community agencies that can assist students to find help or knowledge concerning health issues.
- 5. Candidates will understand and discuss the question: How can nutrition aid in development?

Learning Outcome 3 – Diverse Learners: Adapt instruction for diverse learners based on an understanding of how students differ.

Learning Activities/ Performance Tasks:

- 1. Candidates will know, understand, and use methods to modify games/ activities to meet the needs of all students.
- 2. Candidates

- Candidates will be aware of and reflect upon the DE Content Standards for Health for the grade of their choice.
- 2. Candidates will analyze and explain a standard in either Health or Physical Education and be able
- 3. Candidates will understand ways to address content needs for which they have not been trained.

Learning Outcome 7 – Instructional Strategies: Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

#### Learning Activities/ Performance Tasks:

- 1. Candidates will understand and explain the sum of experiences shared in class and establish best practices based on situations shared in class or experienced in their particular school.
- 2. Candidates will create an individual philosophy for teaching health and PE.

Learning Outcome 8 – Assessment: Use multiple assessment strategies for the continuous development of the students.

### Learning Activities/ Performance Tasks:

- 1. Candidates will describe and discuss a model of excellence for health and physical education.
- 2. Candidates will understand and discuss how to determine and how to assess the individual progress children are making and relate such to the effectiveness of the program.
- 3. Candidates will understand and apply three grading policies used in the health and PE field.
- 4. Candidates will analyze and explain how they will measure various performance tasks.

Learning Outcome 9 – Professional Growth: Pursue opportunities to improve teaching and thereby enhance professional growth.

#### Learning Activities/ Performance Tasks:

- 1. Candidates will know, understand, and discuss how to become involved in professional growth opportunities.
- 2. Candidates will know, understand, and discuss the professional literature available for Health and Physical Education teachers.
- 3. Candidates will reflect on their beliefs concerning the Health and Physical Education curriculum.

Learning Outcome 10 - Professional Relationships: Collaborate with colleagues, parents/ guardians, and other

- 1. Candidates will understand how to monitor equipment and procedures for safety issues.
- 2. Candidates will explain how teachers can demonstrate ethical behaviors in teaching and managing the health and physical education classes.
- 3. Candidates will understand and address common issues associated with the teaching of health and physical education.
- 4. Candidates will understand and discuss liability issues if a suspicion of abuse/neglect or substance abuse by a student became known.

Week	Week at a Glance Essential Questions
1	How can educators support student understanding of the benefits of positive physical habits?
2	How do educators plan supports for all learners in inclusive health and physical education classrooms?
3	How can educators utilize high-leverage practices to facilitate experiences promoting healthy habits in eating, behavior, and physical activity for all learners?
4	How can educators use plan meaningful lessons to support all learners integrating health and physical education across content areas?
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5 How can educators promote wellness and mental well

Course Readings & Links: **As** 

## SEA Rubric

	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Candidate plans instruction including goals, materials, learning activities and assessments.  CAEP K-6 Standard 3.c	instructional plans attempt to address goals, learning activities, materials, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.  CandiŸš°¡¯¬¬Š° & ® effective use of time in instruction is unrealistic.	plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components.  § Y Y S   ¬ S • • • • • • • • • • • • • • • • • •	CanŸ¥š°¡ instructional plans are based on evidence of ¥Ÿ¥¥±š¨°±Ÿ¡ a° istrengths and needs, and include use of goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.  Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments	plans are based on evidence of individual ""± Y; a " "" B a £ " x " S a Y needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, as well as and adaptations for students with special needs.  Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.
	Standards CAEP K-6 Teacher Preparation Standards (2018) STANDARD 3: Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction and design classroom contexts for lan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.			
Candidate differentiates instructional plans to meet	Candidate plans differentiated instruction with limited consideration to meet	Candidate plans are differentiated based on strengths or needs of a subset of students in the	Candidate plans are differentiated based on strengths and needs of individual students and	

the needs of every student in the classroom.  CAEP K-6 Standard 3.d	the needs of subsets of students, or individual students in the classroom.	classroom and include modifying content or instructional processes.  Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.	include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning.  Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs.	interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials.  Candidate plans specific strategies to scaffold learning by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs. And, plans differentiate how students will demonstrate their learning.

Standards CAEP K-6 Teacher Preparation Standards (2018) STANDARD 3: