

HEALTH/PHYSICAL EDUCATION

Clusters	HEED 100 (2006)	HEED 103, 104 (2006)	HEED 202(2006)	HEED 207 (2006)	HEED 208 (2006)
One: Expectations/ Whole Child	<ul style="list-style-type: none"> Know 4 levels of diversity 	<ul style="list-style-type: none"> All children can learn 	<ul style="list-style-type: none"> All children have right to learn The influence of diversity factors on health and health behaviors Importance and acceptance of diversity as a partner in learning improvements 		<ul style="list-style-type: none"> Information about various disabilities and critical health issues Ability to identify special needs students
Two: Cultural Analysis			<ul style="list-style-type: none"> Respect for cultural differences 		<ul style="list-style-type: none"> Develop greater socio-cultural consciousness
Three: Communication			<ul style="list-style-type: none"> Recognize the importance of diversity and learning styles Review communication skills to reach all students Understand importance of collaboration Understand that enhanced communication emphasizes the need to learn from one another and to reach diverse populations 	<ul style="list-style-type: none"> Observe learning and how learners interact 	<ul style="list-style-type: none"> Observe learning and how learners interact Use adaptive techniques and technology
Four: Assessment				<ul style="list-style-type: none"> Assess learning during a teaching experience Assess psychometric cognitive and effective abilities of special needs students 	<ul style="list-style-type: none"> Methods for utilizing alternative assessments
Five: Strategies		<ul style="list-style-type: none"> Ways to incorporate diversity into the curriculum Use visual intelligence 		<ul style="list-style-type: none"> Use cooperative strategies Use direct approaches to teaching Use direct instruction of learning strategies 	<ul style="list-style-type: none"> Use cooperative strategies Use direct approaches to teaching Use direct instructions of learning strategies
Six: Special Strategies		<ul style="list-style-type: none"> Use reciprocal teaching 	<ul style="list-style-type: none"> The influence of diversity factors on health and health behaviors 		<ul style="list-style-type: none"> Strategies for modifying teaching Adapting activities and equipment to ensure successful participation of special needs students

	HEED 209 (2006)	HEED 220(2006)	HEED 221(2006)	HEED 224(2006)	HEED 225 (2006)
One: Expectations/ Whole Child					
Two: Cultural Analysis					
Three: Communication	<ul style="list-style-type: none"> Observe learning and how learners interact 				
Four: Assessments	<ul style="list-style-type: none"> Processes involved in implementing and reporting a formal assessment 				
Five: Strategies	<ul style="list-style-type: none"> Use cooperative strategies Use direct approaches to teaching Use direct instruction of learning strategies 				<ul style="list-style-type: none"> Use active, direct approaches to teaching in lesson presentations
Six: Special Strategies					

	HEED 226 (2006)	HEED 227 (2006)	HEED 311 (2006)	HEED 416(2006)	HEED 418 (2006)
One: Expectations/ Whole Child	<ul style="list-style-type: none"> Includes health disparities among ethnic groups 			<ul style="list-style-type: none"> Develop appropriate 6-9 learning progressions 	<ul style="list-style-type: none"> Role of expectations All children can learn
Two: Cultural Analysis					<ul style="list-style-type: none"> Analyze own interactions Develop greater sociocultural awareness Read “The Circuit”
Three: Communication/ Connection	<ul style="list-style-type: none"> Collaborate with press in preparing and sharing a staff development presentation Solicit collaborative partnerships with community services/agencies 			<ul style="list-style-type: none"> Include community resources and needs 	<ul style="list-style-type: none"> Parent workshop Contrast student lines – Read “The Circuit”
Four: Assessment	<ul style="list-style-type: none"> Develop and administer a formal assessment 		<ul style="list-style-type: none"> Administer fitness assessments Develop, administer and evaluate assessments Link national health and physical education outcomes with appropriate assessment tools Develop an alternative assessment tool and assessment rubric Concepts and methods of assessment Elements of a rubric Basic software for data induction and presentation 	<ul style="list-style-type: none"> Develop outcomes and assessments that measure health content Utilize a variety of ways to evaluate curriculum 	
Five: Strategies	<ul style="list-style-type: none"> Use active, direct approaches to teaching in lesson presentations 	<ul style="list-style-type: none"> Use active, direct approaches to teaching in lesson populations 	<ul style="list-style-type: none"> Use visual tools Use diverse materials 		

	HEED 404 (2006)	PHEC 103(2006)	PHEC 164-169(2006)		
One: Expectations/ Whole Child	<ul style="list-style-type: none"> Implement student referral 		PHEC 167 <ul style="list-style-type: none"> Track to developed level of students Respect development levels Advocate for all children PHEC 169 <ul style="list-style-type: none"> Understand socioeconomic difference in physical education Adapt fitness to diverse learners 		
Two: Cultural Analysis					
Three: Communication	<ul style="list-style-type: none"> Collaborate with resource people and organizations Write a parent consent letter 		PHEC 167 <ul style="list-style-type: none"> Observe learning and how learners interact Use adaptive techniques and technology PHEC 169 <ul style="list-style-type: none"> Understand socioeconomic difference in physical education Adapt fitness to diverse learners 		
Four: Assessment	<ul style="list-style-type: none"> Evaluate the effectiveness of a prepared lesson plan through personal and student evaluation 		<ul style="list-style-type: none"> Access learning 	PHEC 166 <ul style="list-style-type: none"> Develop and use authentic assessments Assess motor development PHEC 169 <ul style="list-style-type: none"> Use alternate and authentic assessment 	
Five: Strategies	<ul style="list-style-type: none"> Incorporate Banks' levels of diversity in lesson planning 	<ul style="list-style-type: none"> Use visual tools Use diverse materials Banks' 4 levels of diversity 	PHEC 167 <ul style="list-style-type: none"> Emphasize cooperative strategies Use direct approaches to teaching Use visual tools Use direct instruction of learning strategies 	PHEC 164 <ul style="list-style-type: none"> Use multiple intelligences Use power point presentations Use multiple intelligences 	
Six: Special Strategies	<ul style="list-style-type: none"> Develop and implement a unit on health-related content 	<ul style="list-style-type: none"> Use reciprocal teaching 	PHEC 164 and 165 Work with DJJ and at alternative school	PHEC 169 <ul style="list-style-type: none"> Apply various methods 	

	PHEC 301(2006)	PHEC 310(2006)	PHEC 402 (2006)	PHEC 406 (2006)	PHEC 407(2006)
One: Expectations/ Whole child			<ul style="list-style-type: none"> • Information about disabilities • Identify special needs of students • Awareness that certain diseases, conditions and disabilities influence learning and performance 		<ul style="list-style-type: none"> • General learning theories • Multicultural gender and inclusion concerns
Two: Cultural Analysis					
Three: Communication			<ul style="list-style-type: none"> • Observe learning and how learners interact • Use adaptive techniques and technology 	<ul style="list-style-type: none"> • Approach family and community as partners 	<ul style="list-style-type: none"> • Using groups dynamic activities
Four: Assessments			<ul style="list-style-type: none"> • Use variety of assessment tools 	<ul style="list-style-type: none"> • Assessment of student activities 	<ul style="list-style-type: none"> • Evaluation processes
Five: Strategies			<ul style="list-style-type: none"> • Use cooperative strategies • Use direct approaches to teaching • Use visual tools • Use direct instruction of learning strategies • Adaptive strategies 	<ul style="list-style-type: none"> • Support diverse learning styles 	
Six: Special Strategies			<ul style="list-style-type: none"> • Implement an IEP • Sports opportunities for special needs students • Modify activities for special needs students 		<ul style="list-style-type: none"> • Differences in motor skills • Adapt lessons for blind and partially sighted students

	PHEC 408 (2006)	PHEC 416(2006)	PHEC 418 (2006)	PHEC 497(2006)	
One: Expectations/ Whole child	<ul style="list-style-type: none"> Role of expectations 		<ul style="list-style-type: none"> Role of expectations Use age appropriate lesson plans Appreciate individual differences 	<ul style="list-style-type: none"> Know developmentally appropriate curriculum 	
Two: Cultural Analysis					
Three: Communication	<ul style="list-style-type: none"> Build bridges with parents/community 		<ul style="list-style-type: none"> Work collaboratively with a team of peers, a K-12 resource teacher, and a community resource person Use Hillison's classroom management and communicator strategies Work with parents of K-12 learners 		
Four: Assessments	<ul style="list-style-type: none"> Authentic assessment 		<ul style="list-style-type: none"> Keep a grade book Determine and assign grades Create a spreadsheet for averaging and recording grades Develop interative and appropriate assessments 	<ul style="list-style-type: none"> Know and use authentic assessment Write a rubric Administer a pre/post assessment 	
Five: Strategies	<ul style="list-style-type: none"> Multiple lesson Use visual tools Clear directions 			<ul style="list-style-type: none"> Know cooperative learning Address multicultural, gender equity, and inclusion concerns in lesson plans Use graphic organizers, mnemonic devices, etc. 	
Six: Special Strategies	<ul style="list-style-type: none"> Use reciprocal teaching 				