

PEMJ/HLTH 103

Foundations of Physical Education and Health Education

3 Credits

Community College of Baltimore County

Common Course Outline

Description

PEMJ/HLTH 103 – Foundations of Physical Education and Health Education: is an introductory course for students interested in teaching physical education or health education in K – 12 programs. Topics include the profile of the teaching profession, historical and philosophical perspectives as related to contemporary K-12 education, and age-appropriate curriculum. Participants are introduced to national, state, and local standards; beginning lesson planning; and outcomes and assessment. Additionally, students develop personal philosophies and the necessary attitudes and dispositions of successful educators in the fields of physical education and health education. NOTE: Same as HLTH 103. Credit earned for one only.

Pre-requisites: ACLT 052 or ESOL 052 and ESOL 054

Co-requisites: ACLT 053

Overall Course Objectives

Upon completion of this course, students will be able to:

1. discuss the historical and philosophical perspectives of physical education and health education as they relate to current K-12 curricular issues;
2. explain the general purpose of physical education and health education at each school level (elementary, middle, and high school) and responsibilities of the physical education and health education teacher;
3. demonstrate beginning instructional skills while teaching a brief physical education and health education lesson to his/her peers;
4. use a variety of national methodologies in planning a K-12 lesson;
5. plan a physical education and health education lesson aligned with national and/or state health education standards;
6. apply the components of developmentally and instructionally appropriate physical education and health education program;
7. use national and state standards and a variety of methodologies in planning a K-12 lesson;
8. develop a personal philosophy of education that shows characteristics of a competent educator;
9. interpret basic concepts related to public law, liability and legal responsibilities, and evaluation of physical educators, supervisors, and coaching personnel;
10. apply current technological skills within instructional strategies and assessments;
11. differentiate instruction so that there are equitable outcomes for diverse learners regardless of factors such as race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability; and
12. describe the career opportunities in teaching physical education and health education.

Major Topics

The Common Course Outline (CCO) determines the essential nature of each course.

For more information, see your professor's syllabus.

- I. Historical foundations of physical and health education
- II. Philosophical foundations of physical and health education
- III. Profile of the teaching profession
- IV. Characteristics of highly effective teachers
- V. Developmentally appropriate instructional practices
- VI. Characteristics of effective instruction
- VII. Legal aspects of physical and health education
- VIII. Instructional approaches
- IX. Student diversity and equity
- X. National standards
 - a. Society of Health and Physical Educators (SHAPE)
 - b. National Health Education Standards (NHES)
- XI. State and local standards
 - a. Maryland State Department of Education (MSDE)
 - b. Baltimore County Public School (BCPS)

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Two tests
- Two written assignments
- Two written lesson plans
- One oral lesson plan presentation

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

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