

**Health Education 340
Curriculum and Resources
Course Syllabus**

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Text:

Anspaugh D. J. and Ezell G. (2010) Teaching Today's Health in Middle and Secondary Schools. 9th Edition. Macmillan College Publishing Company, New York.

Course Description:

The purpose of this course is: to become familiar with current school health curriculum and various resources to support sound educational practices, gain comfort applying the Wisconsin Standards for Health Education to lesson plans and unit plans, developing skills in writing goals, behavioral objectives, and lesson plans in health education, and lastly to gain an appreciation and understanding of the nature, development and purpose behind Comprehensive School Health Education (CSHE). As a course in teacher preparation it is important to gain an understanding of the elements of comprehensive school health education and to appreciate your role and function in this evolving process. A major focus will be on your exploration and development of a philosophy of teaching health education. In this endeavor we will:

1. Demonstrate the appropriate application of CSHE in a school setting.
2. Explore appropriate topics and teaching techniques.
3. Engage in collaborative and individual teaching to peers.
4. Develop a unit plan specific to a chosen content area.
5. Become aware of controversies and responsible ways of reducing and dealing with controversy, determine how to proactively handle controversy in your school.
6. Consider ways information necessary to teach health education in schools can be used collaboratively and cooperatively.
7. Identify resources for teaching health education, especially focusing on the use of technology and the Internet.
8. Understand and appreciate the role of a health education coordinator.

InTASC standards

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environment

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. Professional Learning & Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.

10. Leadership & Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Attendance:

Professionalism starts now. Students are expected to attend class and actively participate in class discussions on a regular basis. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the “Course Assignments” section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled class or exam time. **Any unexcused absence will result in a reduction of a full letter grade from your final grade.**

Academic Integrity:

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another’s work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

Student Academic Disciplinary Procedures:

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or

assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Classroom Behavior:

I want you to actively participate in class. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, pagers, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

Assignments

In-Class Assignments: (100 points)

Throughout the semester, there will be in-class assignments that are designed to allow you to apply the concepts that are being taught in the class lectures. The dates of these in-class assignments will not be announced and these assignments cannot be made up.

Exams: (300 points)

There will be 3 exams throughout the course of the semester. The exams are not comprehensive, however the organization of the course is such that the topics build upon each others. The exams include multiple choice, true/false, and sometimes short answer or essay questions that cover content from the class lectures and readings. Study guides for the exams will be given in advance. No “make-up” exams are available for students who perform poorly or are absent from class on an exam date.

Philosophy Paper: (50 points)

A philosophy is a statement of what you believe about something, based upon all of the information or ideas you have about that something at a given point in time. In this assignment you are asked to read about health education, to discuss various possible philosophical points with your classmates and instructor, then make a written statement about your philosophy thus far. It is by no means expected to be complete – your philosophy will change and grow constantly throughout your teaching career. This is only an attempt to get you to begin to put your beliefs together and to select them from a variety of possibilities. After completing your philosophy you will turn it in to be read by one of your peers, who will provide you with written

and verbal feedback. After receiving this feedback, you will be afforded an opportunity to engage in any revisions you may deem appropriate before turning your final product into your instructor.

It is unlikely that you can write what you believe and cover the evaluation criteria below in less than 3 pages. Maximum length 3 pages.

Read chapters 1 and 2 of your Anspaugh text before beginning to compose your philosophy. Evaluation will be based upon the following criteria:

| Components | Exemplary (5) – A+ | Quality (4.5/4) A-/B- | Acceptable (3.5/3) C+/D- | Emerging (1-2.5) F |
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| Application of comprehensive school health education | Clear, reflective expansion of definitions and application to school setting | Definitions are clear, but a stronger link to school setting needed | Need more expansion and clarity of definition and application | Inconsistent connection between definition and application |
| Health education impact in school setting – 10 pts | Strong, clear defense and application of health education in a school setting | Either the defense or support could be improved upon | Moderate support and commitment of health education in schools | Inconsistent, unclear position related to health education in school setting |
| Application of various teaching/learning theories – 10 pts | Accurate definitions or descriptions of at least two theories of teaching/learning. Evidence of | Accurate definitions or descriptions of at least two theories of teaching needs more reflection | Clearly focused discussion of preferences, but only highlighted one philosophy | Lack of clarity and meaning. Sloppy or imprecise use of theoretical terms. Conflicting statements |

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| | reflective, critical thinking | | | |
| Application of philosophy into classroom – worth 10 pts | Strong connection of theory and practice into your classroom, with at least 4 examples provided | Strong link of theory and practice with at least 3 examples provided | Moderate link of theory and practice with at least 2 examples provided | Lack of clarity and meaning. Conflicting statements |
| Cohesion | No irrelevant material with each paragraph contributing important points related to the whole | Solid flow throughout with one or more choppy areas | Occasional irrelevant or unclear statements | Considerable irrelevant material |
| Use of language | No language use errors | One or two minor usage errors | Three-five language usage errors | Nonstandard use of language – many errors |

Collaborative Teaching Experience: (50 points)

Team Project

Please make sure your teaching experience is shaped in the following ways:

- Provide everyone with a complete lesson plan employing the lesson plan format provided in class.
- Minimally have at least one cognitive, psychomotor and affective behavioral objective
- Any handouts or other materials for your activity are your responsibility. I will certainly have the elmo, computer and dry erase pens available
- Make every effort to provide your peers with a creative, quality plan so they are able to benefit from your wise practices and ways.
- This shared experience should range between 15-20 minutes in length

Criteria for evaluation:

| Components | Exemplary (5) – A+ | Quality (4.5/4) A-/B- | Acceptable (3.5/3) C+/D- | Emerging (1-2.5) F |
|---------------------------|--|--|--|---|
| Presentation Quality | Outstanding quality, excellent transitions, visuals and communication skills | Solid effort, well done | Moderate quality, transitions and visuals | Ineffective communication skills |
| Presenter's Effectiveness | Great eye contact, voice control, poise and professionalism | Well done, strive to work on improving | Professionalism needs some work, strive to work on | Lacking professionalism, visible use of |

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| | | eye contact, voice and poise | voice/eye contact and voice | notecards, poor eye contact etc. |
| Behavioral Objectives | Clearly stated, well written. | One or two minor errors in writing, but well done | Less distinct, perhaps lacking the ability to be measured appropriately | Inconsistent, not measurable or written properly |
| Employment of Teaching Strategies | Utilizes appropriate teaching strategies to convey strong educational message, effectively engaging learners | Educational message well done, work to have students better engaged in process | Strategies used effective; students are moderately involved in the learning process | Strategies employed used inconsistently and inappropriately or learners are passive recipients of information |
| Use of Life Skills | Lesson definitely provides students with new skills or the opportunity to practice life skills | Life skills are clearly stated, but could be better applied in lesson | Moderately allows students to gain or practice stated life skills | Lack connection to lesson civilities and purpose of stated life skills |
| Professional Appearance | Strong evidence of all team members striving to appear professionally dressed | Everyone on the team needs to make a concerted effort at professional dress | Moderate efforts made to appear as young professionals | Hey – it's your day to dress up!! |
| Evaluation | Effectively determines successful attainment of all stated objectives | Strong effort evaluating most of the measurable objectives | Moderately measures stated objectives | Inadequately measures stated goals and objectives |
| Application of Lesson Plan Format | Followed lesson plan format using all of the stated criteria effectively | Used desired format effectively, but could improve on application | Used desired format, but lacking in multiple components of the desired application | Lack of comfort and confidence using desired lesson plan format |
| Organization | Evidence of effective use of all team members in a balanced | Well done, but could have been better balanced and organized | Adequate employment members of team | One person dominated teaching lesson or one person |

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| | display of responsibility | | | had a limited role |
| Creativity | Awesome delivery of a meaningful educational message | Clever delivery of a meaningful educational message | Utilization of lesson plan in an appropriate manner | Lack of proper application of lesson plan |

5 Lesson Unit: (100 points)

This assignment will be a complete and comprehensive example of what you will be doing for the entirety of your teaching career. You will create a 5-lesson unit plan that will be both graded and given to your fellow classmates for their benefit as well. Make this a “resource” for all that others can benefit from in the future.

- For the assignment you will be assigned a content area.
- You choose the grade level.
- The unit plan must be included.
- The unit must contain 5 lesson plans.
- Each lesson must utilize the lesson plan format used in class and must include:
 - At least 3 behavioral objectives (1 cognitive, 1 affective, 1 psychomotor).
 - At least one active learning strategy one of which must be creative and innovative (**you will lead the class through this activity**).
 - At least one outside reference that is relevant to the lesson (book, DVD, website, web-based activity, etc...). The material must be referenced clearly on the lesson plan.
- You must include all relevant materials: power points, handouts, etc...

Criteria for Evaluation

| Components | Exemplary (10) A+ | Quality 9.5/8 A-/B- | Acceptable (7.5-6) C+/D- | Emerging (1-5.5) F |
|-----------------------------------|--|---|---|---|
| Scope and Sequence for 5 day plan | Age appropriate, content flows well from day-to-day, sequence is educationally sound | Content flow and sequence solid; could be improved | Content lacking desired flow or necessary depth and smooth transitions. | Lacking depth, support and desired flow within activities or from day-to-day. |
| State Standards | Aligns well with proper standards and effectively moves towards state benchmarks | Links with state standards could be better demonstrated in teaching | Moderately aligns with state standards | Inconsistent or inappropriate alignment with standards |

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| Behavioral Objectives | Clearly stated, well written. | One or two minor errors in writing BO, but well done | Less distinct, perhaps lacking the ability to be measured appropriately | Inconsistent, perhaps lacking the proper connection to the proper learning domain |
| Use of Life Skills | Lesson definitely provides students with new skills or the opportunity to practice life skills | Life skills are clearly stated, but could be better applied in lesson | Moderately allows students to gain or practice stated life skills | Lack of connection of lesson civilities and purpose to stated life skills |
| Provides an appropriate description of the activities, employing proper methods | Well organized, easy to understand explanation of the methods needed to conduct activities | Well organized; level of understanding and replication could be improved | Explanation incomplete, lacking details that allow others ability to easily replicate activities | Description and sequencing is lacking clarity and is difficult to understand and follow |
| Content | Strong depth of educationally sound content, linking well to objectives and life skills | Content link to life skills and objectives is well done, but could be better | Content moderately links to stated goals and objectives. | Content lacks connection to goals and objectives |
| Methods | Utilizes appropriate teaching strategies to convey strong educational message, effectively engaging learners | Strategies used are effective and students are moderately involved in the learning process | Either strategies are ineffective or the learner could be much more involved in the learning process | Strategies employed used inconsistently, inappropriately or learners are passive recipients |
| Evaluation | Effectively determines successful attainment of all stated objectives | Strong effort evaluating most of the measurable objectives | Moderately measures most of the measurable objectives | Inadequately measures stated objectives |

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| Application of Lesson Plan Format | Followed lesson plan format using all of the stated criteria effectively | Used desired format effectively, but could improve on application | Used desired format, but lacking in some of the desired application | Lack of comfort and confidence using desired lesson plan format |
| Student Preparation and Organization | Well prepared and organized throughout unit plan | Well done; could have been better organized | Moderately prepared and organized | Considerable evidence of lack of preparation and organization |

*****THIS IS TO BE 100% YOUR WORK, YOUR THOUGHTS, YOUR IDEAS. DO NOT USE THE WORK OF OTHERS OR PAST STUDENTS. PLAGERISING OTHERS WILL RESULT IN A ZERO GRADE*****

Active learning Strategy Presentation: (25 points)

As mentioned above, one of the lessons in your unit plan must include a creative and innovative active learning strategy through which you will lead the rest of the class. The presentation should last no longer than 10-15 minutes. **On the day of your presentation, you should dress professionally as if you were actually teaching in a health ed. classroom.**

| <u>Assignment</u> | <u>Points</u> |
|---------------------------------------|---------------|
| In-class assignments | 100 |
| Exams (100 x 3) | 300 |
| Teaching Philosophy | 50 |
| Collaborative Teaching | 50 |
| Unit/lesson Plan | 100 |
| Active Learning Strategy Presentation | 25 |
| Total | 625 |

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWSP 22.03, with notification within the first three weeks of class.