**Health Education 340**

**Curriculum and Resources**

**Course Syllabus**

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**Office Hours:** By appointment; before and after class.

**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 patters 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.

1. 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.

1. 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.

1. Content Knowledge

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

1. 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.

1. 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.

1. 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.

1. 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

1. 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.

1. 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, 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**

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.

Resume: (50 points)

Your resume determines if you get in the door for an interview. It is very important. It sets you apart from your peers. Your resume must be perfect. The resume speaks for you when you are not present. If your resume is off, you don’t get the job. According to the rubric below, you either get interview, or you get discarded. Don’t get discarded.

Length: 2 pages.

Peer review process: After completing a draft of your resume you will exchange it so that it can 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.

|  |  |  |
| --- | --- | --- |
| **Components** | **You’re hired! A** | **You’re discarded. C** |
| Bullet formatting | Consistent throughout | Different from section to section |
| Dates  | Ordered from the most recent event/experience | Not ordered correctly |

|  |  |  |
| --- | --- | --- |
| Headings | All match and make sense | Mismatched and not labeled well |
| General appearance | Looks polished and professional  | Looks shabby  |
| Cohesion | All sections match (wording, formatting, etc) | Sections look different. Formatting is off |
| Use of language | No language use errors | One or two language usage errors |

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 and a partner** will create a 5-lesson unit for a given content area and the grade level of your choice that will be graded.

The lessons will not be turned in at once. Instead, they will be submitted throughout the course of the semester as a series. For each lesson, you and your partner will receive feedback to be used to improve future lessons. The expectation is that you improve each submission as the semester progresses.

* For the assignment you will be assigned a content area.
* You choose the grade level.
* 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
	+ 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, worksheets, 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 |
| 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 |
| 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\*\*\***

**Assignment Points**

Exams (100 x 3) 300

Resume 50

Lesson Plans (50 x 5) 250

**Total 600**

**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.