

Health Education 340
Curriculum and Resources
Online- Fall 2020
Course Syllabus

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Office Hours: By appointment; before and after class.

Text:

Ansbaugh 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:

This class will be taught 100% online. All assignments, exams, and projects are to be turned on or before the assigned due date. **No late work will be accepted unless prior arrangements are made with the instructor.**

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.

Assignments

Exams: (200 points)

There will be 2 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.

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
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 reflective, critical thinking	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
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

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 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
 - 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 (5) A+	Quality (4) A-/B-	Acceptable (3) C+/D-	Emerging (2) 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.
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
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
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*****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*****

<u>Assignment</u>	<u>Points</u>
Exams (100 x 2)	200
Teaching Philosophy	50
Unit/lesson Plan 50 x 5)	250
Total	500

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.

Face coverings

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.