

HCSV 450 Health Education for Elementary School Teachers
Department of Health and Community Services
California State University, Chico
Fall 2007 Online

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REQUIRED COURSE MATERIALS

1. Anspaugh, D. J. and Ezell, G. (2007). Teaching today's health (8th ed.). Boston : Benjamin/ Cummings.
[Order from the [Bookstore](#)] ISBN 0-8053-2725-8
2. California DOE (2003). Health framework for California public schools kindergarten through grade twelve. Sacramento: California Department of Education. The Framework is available in the bookstore, but you'll have to pay for the hardcopy. The online Framework is free, and is available on the home page or online at: <http://www.cde.ca.gov/ci/he/cf/>
4. LEARNING OBJECTIVES (IN MS WORD) are linked on the home page.

Day	Content	Assignments AE=Anspaugh & Ezell and HF=Health Framework
Week 1 Tues Aug 28	The Need for Health Education The Role of the Teacher in Coordinated School Health Program Health Framework: CHAPTER 1 The Vision: Health Literacy, Healthy Schools, Healthy People CHAPTER 2 Developing Health Literacy in the Classroom and in the School	Rd. AE Ch. 1, Chapter 1 (for Chapter PowerPoint presentations, see Folder on homepage named <i>Chapter Slideshows</i>). Rd. AE Ch. 2, Chapter 2 Rd. HF Ch. 1 Rd. HF Ch. 2 Assignments: Read: Guidelines for Writing Health Lesson Plans for HCSV 450. See Folder on Homepage named <i>Lesson Plan and Critique</i> .

		<p>Start Assignment 1: Critique a lesson plan using "Guidelines for Writing Health Lesson Plans." Any lesson plan is OK, even off the web. Two websites have lesson plans: Gateway to 21st Century Skills (http://thegateway.org/) and Federal Resources for Educational Excellence (http://www.free.ed.gov/?sid=4). Lesson plans for middle and high school will not be accepted.</p> <p>Assignment Due: Sept 11, 2007.</p>
Week 2 Tues Sept 4	<p>Plan for Health Instruction Strategies for Implementing Health Instruction</p> <p>Health Framework: CHAPTER 4 Beyond Health Education</p>	<p>Rd. AE Ch. 3, Chapter 3 Rd. AE Ch. 4, Chapter 4</p> <p>Rd. HF Ch. 4</p>
Week 3 Tues Sept 11	<p>CHAPTER 5 Assessment of Health Literacy</p> <p>CHAPTER 6 Criteria for Evaluating Instructional Materials for Kindergarten Through Grade Eight (Only read K-6)</p> <p>Health Framework: CHAPTER 3 II. Content Areas, Kindergarten Through Grade Twelve Measurement and Evaluation of Health Education</p>	<p>Rd. AE Ch. 5, Chapter 5 Rd. HF Ch. 5, HF Ch. 6</p> <p>HF Ch. 3 (pg. 58-66)</p> <p>Lesson Plan Critique Due</p>
Week 4 Tues Sept 18	<p>Mental Health and Stress Reduction</p> <p>Strategies for Teaching Mental Health and Stress Reduction</p>	<p>Rd. AE Ch. 6, Chapter 6 Rd. AE Ch. 7, Chapter 7</p> <p>HF Ch. 3 (pg. 68 K-3 top of page-Unifying Idea and Expectations); (pg. 70, K-3 Mental and emotional health); (pg.</p>

	<p>Health Framework: CHAPTER 3 Health Education (Only read K-6)</p>	<p>75-77 K-3 Expectation 5- Unifying Idea and Expectations; Roles of Family Friendship members; Change within the family; Friendship and peer relationship; School and community-based efforts to promote and protect health); (pg. 78-79 K-3 Unifying Idea and Expectations; Mental and emotional development); (pg. 82 Grades 4-6 first paragraph; Unifying Idea and Expectations); (pg. 84-85 Gr. 4-6 Mental and emotional health); (pg. 90-92 Gr. 4-6 Unifying Idea and Expectations; Roles of family members; Change within the family; Friendship and peer relationships; School and community-base efforts to promote and protect health) (pg. 93-95 Gr. 4-6 Unifying Idea and Expectations; Life cycle; Mental and emotional development)</p>
<p>Week 5 Tues Sept 25</p>	<p>EXAM 1- 50 points, multiple choice Body Systems</p>	<p>AE Ch. 1-5, HF Ch. 1-7. Rd. AE Ch. 8, Chapter 8 Part 1, Part 2</p>
<p>Week 6 Tues Oct 2</p>	<p>Personal Health Strategies for Teaching Body Systems / Personal Health Health Framework: CHAPTER 3 Health Education (Only read K-6)</p>	<p>Rd. AE Ch. 9, Chapter 9 Read AE Chapter 10 on your own. HF Ch. 3 (pg. 68 Gr. K-3 Unifying Idea and Expectations; The human body); (pg. 69 K-3 Physical activity); (pg. 71 K-3 Disease prevention); (pg. 78-79 K-3 Unifying Idea and Expectations; Life cycle; Growth and development); (pg. 82-83 Gr. 4-6 first paragraph pg. 82; Unifying Idea and expectations; The human body); (pg. 85-86 Gr. 4-6 Disease</p>

		prevention); (pg. 93-94 Gr. 4-6 Unifying idea and expectations; Life cycle; Growth and development)
Week 7 Tues Oct 9	Sexuality Education Strategies for Teaching Sexuality Education Health Framework: CHAPTER 3 Health Education (Only read K-6)	Rd. AE Ch. 11, Chapter 11 Rd. AE Ch. 12, Chapter 12 HF Ch. 3 (pg. 78-79 K-3 Unifying Idea and Expectations; Life cycle; Growth and development); (pg. 93-94 Gr. 4-6 Unifying idea and expectations; Life cycle; Growth and development) LESSON PLAN DUE
Week 8 Tues Oct 16	EXAM 2- 50 points, multiple choice Substance Use and Abuse Strategies for Teaching About Substance Use and Abuse Health Framework: CHAPTER 3 Health Education (Only read K-6)	AE Ch. 8-12 and HF Ch. 3 Rd. AE Ch. 13, Chapter 13 Rd. AE Ch. 14, Chapter 14 HF Ch. 3 (pg. 68 K-3 Unifying idea and expectation); (pg. 73 K-3 Alcohol, tobacco, and other drugs); (pg. 82 Gr. 4-6 Unifying idea and expectations); (pg. 87-88 Gr. 4-6 Alcohol, tobacco, and other drugs)
Week 9 Tues Oct 23	Infectious and Noninfectious Conditions Strategies for Teaching About Infectious and Noninfectious Conditions Health Framework: CHAPTER 3 Health Education (Only read K-6)	Rd. AE Ch. 15, Chapter 15 Part 1, Part 2, Rd. AE Ch. 16- read on your own HF Ch. 3 (pg. 71 K-3 Disease prevention); (pg. 85-86 Gr. 4-6 Disease prevention)
Week 10 Tues Oct 30	Infectious Diseases <i>continued</i>	Immunizations, Small Pox , Tuberculosis, TB 1, West Nile Virus
Week 11	Nutrition	Rd. AE Ch. 17, Chapter 17 Part 1, Part 2, My Pyramid

Tues Nov. 6	Strategies for Teaching Nutrition	Read current information on childhood obesity (ONLINE) Rd. AE Ch. 18- read on your own
	Health Framework: CHAPTER 3 Health Education (Only read K-6)	HF Ch. 3; (pg. 68 K-3 Unifying idea and expectations) (pg. 69 K-3 Food choices); (pg. 71 K-3 Disease prevention) (pg. 80-81 K-3 Unifying Idea and expectations; Food choices); (pg. 82 Gr. 4-6 Unifying idea and expectations); (pg. 83 Gr. 4-6 Food choices); (pg. 85-86 Gr. 4-6 Disease prevention); (pg. 85 Gr. 4-6 Unifying Idea and expectations); (pg. 87 Gr. 4-6 Food choices)
Week 12 Tues Nov 13	EXAM 3- 50 points, Multiple choice Injuries: Accident and Violence Prevention Strategies for Teaching About Injuries: Accident and Violence Prevention	AE Ch. 13-18, HF Ch. 3 Rd. AE Ch. 19, Chapter 19 Rd. AE Ch. 20- read on your own
	Health Framework: CHAPTER 3 Health Education (Only read K-6)	HF Ch. 3; (pg. 68 K-3 Unifying idea and expectations); (pg. 72-74 K-3 Potentially dangerous situations; Child abuse, including sexual exploitation; Emergencies); (pg. 82 Gr. 4-6 Unifying idea and expectations); (pg. 87-89 Gr. 4-6 Potentially dangerous situations; Child abuse, including sexual exploitation; Emergencies)
Nov 20	THANKSGIVING WEEK- NO CLASSES	
Week 13 Tues Nov 27	Consumer Health Strategies for Teaching Consumer Health Health Framework: CHAPTER 3 Health	Rd. AE Ch. 21, Chapter 21 Rd. AE Ch. 22- read on your own HF Ch. 3; (pg. 80 K-3 Unifying idea and expectations; Products and services); (pg. 95-96 Gr. 4-6 Unifying idea and

	Education (Only read K-6)	expectations; Products and services)
Week 14 Tues Dec 4	Environmental Health Strategies for Teaching Environmental Health Health Framework: CHAPTER 3 Health Education (Only read K-6)	Rd. AE Ch. 25, Chapter 25 Rd. AE Ch. 26- read on your own HF Ch. 3; (pg. 75 K-3 Unifying idea and expectations); (pg. 77 K-3 School and community-based efforts to promote and protect health); (pg. 90 Gr. 4-6 Unifying idea and expectations); (pg. 92 Gr. 4-6 School and community-based efforts to promote and protect health)
Week 15 Tues Dec 11	Term Paper Due	

GENERAL INFORMATION

LEARNING OBJECTIVES

VERY IMPORTANT!!! All college courses have a set of learning objectives that must be fulfilled by all students to pass the course. The learning objectives do not change throughout the course, and the student is given the objectives so that they know what to study and what to focus their time on. The quizzes, exams, and other evaluation measures are created **DIRECTLY** from these objectives. See HCSV 450 Learning Objectives. In other words, this is your study guide for the course. You must meet the objectives of the course to complete the course successfully. Unless you have a lot of time on your hands, don't waste your time with materials in the textbook and assigned readings that are not **DIRECTLY** related to the learning objectives.

OTHER REQUIREMENTS

Students are expected to log into WebCT Vista daily during the semester.

DISABLED STUDENTS

Students with university-recognized disabilities may be entitled to alternative

forms of testing. These students have the responsibility to inform me that they are registered with the CSUC Disability Office. The CSUC DSS Office will inform me the ideal method of testing for the student. Unless I am informed, all students must take the standard quizzes and exams. Retroactive adjustments to grades will not be made because it is the student's responsibility to inform me on the first day of class of their status before any quizzes and exam are administered.

HOW TO EARN POINTS IN THIS COURSE

1. ONLINE EXAMS (150 POINTS)

DATES: EXAM 1 Tuesday, Sept. 25 6am-10pm; EXAM 2 Tuesday, Oct. 16, 6am-10pm; EXAM 3 Tuesday, Nov 13, 2007 6am-10pm. There will be 25 multiple choice questions in each online exam. You may not use any resource during the exam nor discuss the exam with anyone else. There are no make up exams in this course. If you miss an online exam, your score will be zero. The exam will not be reset for any reason. You may review your exam from 10pm-6am the next day.

2. FINAL EXAM/THREE-PAGE RESEARCH PAPER (50 POINTS)

Select a topic from AE Chapters 21-26. At the top of the paper, you should include: Your full name, student ID, HCSV 450 Fall 2007, and the title of your paper. Parse the paper into the following sections: Introduction (introduction to the topic), Background (literature review of topic), Prevention (what K-6 students need to learn about the topic, according to the Framework, to stay healthy), References. Please submit your paper on standard paper, word processed, single spaced, 1 inch margins, 12 pt. font. Include at least five references in APA format. Make sure you cite the references within the body of the paper. No footnotes or end notes.

3. LESSON PLAN CRITIQUE (25 POINTS)

Use the Guidelines for Writing Health Lesson Plans for HCSV 450 to write your lesson plan critique. This assignment is meant to get your feet wet in writing a health lesson plan that is complete and detailed. See Gregory lesson plan, and an example of a written critique of the Gregory lesson plan. Below are two websites where lesson plans are found.

Gateway to 21st Century Skills (<http://thegateway.org/>)

Federal Resources for Educational Excellence (<http://www.free.ed.gov/?sid=4>)

4. LESSON PLAN (25 POINTS)

Now that you've completed the lesson plan critique, and received feedback on how to write a lesson plan in health, write two lesson plans on your own for **Grade 6**. You may take any lesson plan found online, and revise the lessons according to the Guidelines for Writing Health Lesson Plans. You may also write your own lesson plans from scratch. Below are two websites where lesson plans are found.

Gateway to 21st Century Skills (<http://thegateway.org/>)

Federal Resources for Educational Excellence (<http://www.free.ed.gov/?sid=4>)

Make sure your submitted lesson plans are in publishable form (e.g., spelling, grammar, and text and image alignment). If the plan looks like a mess, points will be deducted from the assignment. You are expected to write at least four test items and include an instructor's key for those test items. **DO NOT USE rubrics for these assignments and do not include class participation points in the assessment.**

Again, your lesson plan must be written for Grade 6. This means that the health content needs to be more sophisticated than K-3 lessons. Use the California Health Framework as your guide to what should be taught and learned in Grade 6. You will be expected to include references to the Framework in the lesson plans. Any lesson plan not appropriate for Grade 6 will not be reviewed, and the student will receive zero points for the assignment. What is Grade 6? See the Framework.

5. DISCUSSION (30 POINTS)

All students are expected to participate daily in the online discussions. Log in when you have time to participate. Many students work full time, so the discussions are set up to be asynchronous, that is, post your comments when you have time. Also, students are expected to respond to what another student has written. It is not necessary to respond to ALL student comments, but please post at least one response. You will earn two points per day for discussion (total 30 points).

GRADING SYSTEM

As you will notice, most of the points earned in this course are from written assignments and discussion. In the past, the online exams have been very difficult for students because of the technological interface. The written assignments in this course will allow you to demonstrate learning based on the course learning objectives.

Assessment	Due Dates	Earned Points	Total Possible Points
Online Multiple Choice Exams (Exams 1-3; 50 pts. each)	Sept 25, Oct 16, Nov 13		150
Final Exam (Four-page Research Paper)	Dec 11		50
Lesson Plan Critique	Sept 11		25
Lesson Plan 1	June 14		25
Discussion (June 4-19, 2007; 2 pts. per week)	Aug 28- Dec 4		30
TOTAL COURSE POINTS			280

To Estimate Grade Earned in this Course

Earned Points _____ divided by **Total Possible Points** = _____ X 100 = _____ %. This is the percent score. Use the percent guide below to estimate your grade earned in this course.

Grades will be computed as follows: A= 93-100%, A-=90-92%, B+=87-89%, B=83-86%, B-=80-82%, C+=77-79%, C=73-76%, C-=70-72%, D+=67-69%, D=63-66%, D-=60-62%, F=<60%. Course grades may be curved at the end of the course. Thus, your exact grade earned in this class cannot be determined until the end of the course.

CPR CERTIFICATION

Online: <http://www.ctc.ca.gov/credentials/leaflets/cl561c.html>

You are required to complete a CPR certification during this course as mandated by the State of California. You must submit evidence of CPR certification to complete the course successfully. Those students who do not submit CPR Certification documentation will receive an *Incomplete* for HCSV 450. For winter intersession students, CPR certification evidence must be presented by the end of the **Spring** semester since that is when your winter intersession grades are submitted.

"Health Education - applicants must satisfy one of the following requirements:

"complete a Health Education course, based on completion of a preparation program on or after January 1, 1997, from a state determined to have an equivalent health education course standard (See Table 2 pages 7-8.)

complete a unit requirement in health education, including, but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco. This requirement must include verification of training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills. CPR certification must be completed while enrolled in a teacher preparation program or while teaching on a valid credential based on a teacher preparation program. Submit a copy of the course description and CPR card for evaluation purposes."

The Commission on Teacher Credentialing will accept evidence of the successful completion of these CPR courses submitted with applications for the Multiple Subject, Single Subject, or Designated Subject's teaching credentials:

- 1) American Red Cross: Community CPR
- 2) American Heart Association: BLS Adult & Pediatric Heartsaver
- 3) EMP America- MEDIC First Aid

Revised August 24, 2007