

## HCSV 450 Health Education for Elementary School Teachers

California State University, Chico

Fall 2009 Online

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Classroom: Online, Wednesdays	E-mail: use Vista
Discussion Times: Any time of day	

### REQUIRED COURSE MATERIALS

Anspaugh, D. J. and Ezell, G. (2010). Teaching today's health (9th ed.). Boston: Pearson Benjamin Cummings. ISBN 978-0-321-59677-2. [Order from the [Bookstore](#)]

Tomita, M., and Sbarbaro, V. (Eds.) (2009). Chico Bear Adventures: The Awakening. Chico, CA: North State Academic Press. Softcover Book, 254 pages. ISBN 978-0-9820648-6-3. [Order from the [Bookstore](#)]

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/>

Tomita, M., Bilsborough, L., Sbarbaro, V., Campbell, J. (Eds.) (2009). My favorite elementary school teacher: Stories told by Chico State students. Chico, CA: North State Academic Press. Softcover Book. ISBN 978-0-9820648-3-2. This book is online and **free** at <http://www.csuchico.edu/~mtomita/nsap/index.htm>

### OPTIONAL COURSE MATERIALS

Tomita, M. (2009). Chico Bear Adventures: The Journey Home. Chico, CA: North State Academic Press. Softcover Book. ISBN 978-0-9820648-7-0. [Order from the [Amazon](#)]

### LEARNING OBJECTIVES

**Learning Objectives (MS Word):** The file is linked on the home page. The learning objectives identify exactly what will be on the exams.

Week	Content	Readings*	Assignments
<b>1</b> <b>Aug 26</b>	The Need for Health Education	Rd. AE Chapter 1 (for Chapter PowerPoint presentations, see folder on homepage named <b>Chapter Slideshows</b> ).	<b>Assignments:</b> Read <i>Guidelines for Writing Health Lesson Plans</i> for HCSV 450. See Folder on homepage named <b>Lesson Plan and Critique</b> .
	<b>Chico Bear Adventures</b>	Begin reading <i>The Awakening</i>	
	The Role of the Teacher in Coordinated School Health Programs	Rd. AE Chapter 2 Rd. Tomita et al. (2009) My Favorite Elementary School Teacher <a href="http://www.csuchico.edu/~mtomita/">http://www.csuchico.edu/~mtomita/</a>	Read a few stories about favorite elementary school teachers. Read the ones that interest you. Post your analysis in Discussion section by Friday.

Week	Content	Readings*	Assignments
	HF CHAPTER 1 The Vision: Health Literacy, Healthy Schools, Healthy People	Rd. HF Chapter 1	
	HF CHAPTER 2 Developing Health Literacy in the Classroom and in the School	Rd. HF Chapter 2	
<b>2 Sept 2</b>	Plan for Health Instruction	Rd. AE Chapter 3	<b>Lesson Plan CRITIQUE Due Anytime Today Before Midnight</b>
	Strategies for Implementing Health Instruction	Rd. AE Chapter 4	
	HF CHAPTER 4 Beyond Health Education	Rd. HF Chapter 4	
<b>3 Sept 9</b>	<b>Chico Bear Adventures</b>	Rd. The Journey Home	Read the novel and get ideas for writing GRADE 6 FAMILY/SOCIAL HEALTH lesson plan due Week 7. The lesson plans must be on the Chico Bear Adventures.
<b>4 Sept 16</b>	Measurement and Evaluation of Health Education	Rd. AE Chapter 5	
	HF CHAPTER 5 Assessment of Health Literacy	Rd. HF Chapter 5	
	HF CHAPTER 6 Criteria for Evaluating Instructional Materials for Kindergarten Through Grade Eight (Only read K-6)	Rd. HF Chapter 6	
	HF CHAPTER 3 II. Content Areas, Kindergarten Through Grade Twelve Measurement and Evaluation of Health Education	Rd. HF Chapter 3 (pp. 58-66)	
<b>5 Sept 23</b>	<b>EXAM 1</b> - 50 points, multiple choice	AE Chapters 1-5, HF Chapters 1-6	
	Mental Health and Stress Reduction	Rd. AE Chapter 6	

Week	Content	Readings*	Assignments
	Strategies for Teaching Mental Health and Stress Reduction	Rd. AE Chapter 7	
	HF CHAPTER 3 Health Education (Only read K-6)	Rd. HF Chapter 3 (pg. 68 K-3 top of page- Unifying Idea and Expectations); (pg. 70, K-3 Mental and emotional health); (pg. 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)	
	Body Systems	Rd. AE Chapter 8 (Part 1 and Part 2)	
<b>6 Sept 30</b>	Personal Health	Rd. AE Chapter 9	
	Strategies for Teaching Body Systems and Personal Health	Rd. AE Chapter 10- no PowerPoint	
	HF CHAPTER 3 Health Education (Only read K-6)	HF Chapter 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 prevention); (pg. 93-94 Gr. 4-6 Unifying idea and expectations; Life cycle; Growth and development)	
<b>7 Oct 7</b>	Sexuality Education	Rd. AE Chapter 11	<b>LESSON PLAN DUE anytime today. Late assignments will not be accepted.</b>
	Strategies for Teaching Sexuality Education	Rd. AE Chapter 12- no PowerPoint	
	HF CHAPTER 3 Health Education (Only read K-6)	HF Chapter 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)	
<b>8 Oct 14</b>	<b>EXAM 2</b> - 50 points, multiple choice	<b>AE Chapters 8-12 and HF Chapter 3</b>	<b>BEGIN: My Favorite Teacher Paper</b>
	Substance Use and Abuse	Rd. AE Chapter 13	
	Strategies for Teaching About Substance Use and Abuse	Rd. AE Chapter 14- no PowerPoint	

Week	Content	Readings*	Assignments
	HF CHAPTER 3 Health Education (Only read K-6)	HF Chapter 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)	
<b>9 Oct 21</b>	Infectious and Noninfectious Conditions	Rd. AE Chapter 15 (Part 1, Part 2)	
	Strategies for Teaching About Infectious and Noninfectious Conditions	Rd. AE Chapter 16 – no PowerPoint	
	HF CHAPTER 3 Health Education (Only read K-6)	HF Chapter 3 (pg. 71 K-3 Disease prevention); (pg. 85-86 Gr. 4-6 Disease prevention)	
<b>10 Oct 28</b>	Nutrition	Rd. AE Chapter 17 (Part 1, Part 2, My Pyramid)	
	Strategies for Teaching Nutrition	Rd. AE Chapter 18 – no PowerPoint	
	HF CHAPTER 3 Health Education (Only read K-6)	Rd. HF Chapter 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)	
<b>11 Nov 4</b>	<b>EXAM 3</b> - 50 points, Multiple choice	AE Chapters 13-18, HF Chapter 3	<b>DUE: MY FAVORITE TEACHER PAPER (50 pts)</b>
<b>Nov 11</b>	<b>VETERAN'S DAY</b>	<b>NO CLASS</b>	
<b>12 Nov 18</b>	<b>FURLOUGH DAY</b>	<b>NO CLASS</b>	
<b>Nov 25</b>	<b>THANKSGIVING WK</b>	<b>UNIVERSITY CLOSED</b>	
<b>13 Dec 2</b>	Course Review		<b>DUE: REVISED MY FAVORITE TEACHER PAPER</b>
<b>14 Dec 9</b>	<b>FURLOUGH DAY</b>	<b>NO CLASS</b>	
<b>15 Dec 16</b>	<b>FURLOUGH DAY</b>	<b>NO CLASS</b>	

\*AE=Anspaugh & Ezell textbook and HF=California Health Framework

## 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 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 (50 POINTS EACH, TOTAL 100 POINTS) – I WILL DROP LOWEST SCORE, ONLY TWO EXAMS COUNT.

**EXAM DATES:** Exam 1 Sept 23 6AM-10PM; Exam 2 Oct 14 7 6AM-10PM; Exam 3 Nov 4 6AM-10PM.

**MARK YOUR CALENDARS!!** The online exams are multiple choice, and come from the content chapters. The “strategies” chapters, EXCEPT for Chapter 4, are not included in the exams. Read the strategies chapters on your own for teaching strategy ideas. 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 **MUST** take the exam between 6am and 10pm. Leave yourself a lot of time and do not login to take the exam after 9pm because you may not be finished by 10pm when the exam window closes. Then, you **MUST** review your exam from 10pm-6am the next day. The window for reviewing your exam will close after 6am the next morning, and will not be reopened. No exceptions.

If you have an unexpected emergency this semester, or whatever, and you miss one exam, that exam score will be dropped, and I'll count the other three exam scores.

#### 2. LESSON PLAN CRITIQUE (10 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 the Gregory lesson plan, and an example of a written critique of the Gregory lesson plan. Below are two websites where lesson plans are found. **I've also posted critiques that were scored by me from previous semesters.** The links to these critique examples are on the home page of this course.

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

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

HCSV 450 is a course for elementary school teachers, thus, only critiques for grades K-6 will be accepted for this course. Any lesson plan critique submitted that is not for K-6 will receive a score of zero points. **DO NOT DO A LESSON PLAN ON GREGORY.**

### **3. LESSON PLAN ASSIGNMENT (30 POINTS)**

**LESSON PLAN GRADE LEVEL: GRADE 6**

**LESSON PLAN TOPIC: FAMILY/SOCIAL HEALTH**

You should have read *Chico Bear Adventures: The Awakening*. You must write a lesson plan from this novel.

Social health, psychological health, and spiritual health, are the most important areas of health. Physical health is important, but is ranked lower than these other areas because those who are psychologically, socially, and spiritually unhealthy tend to have unhealthy attitudes, beliefs, and values. This leads to engaging in unhealthy behaviors that will ultimately impact on physical health.

Children must learn how to relate to others in a healthy way. Social health includes relationships with family members (family health). When teaching about social health, it is often helpful to use teaching strategies where children will learn by example. Reading stories and then analyzing how people related to one another is one way to teach social health. Relationships are not perfect, and children should learn that. Also, no one is 100% socially health, and children must learn that as well. No one can possibly be 100% socially health, or for that matter, 100% healthy in any of the areas we are learning this semester.

In the *Chico Bear Adventure* novel, Matthew and Andrew are the main characters. In *The Awakening*, we first meet Matthew who is eleven, and in sixth grade. Andrew is nine, and is in fourth grade. Matthew attends Chico Junior High and Andrew attends Sierra View Elementary School.

Your lesson plan assignment will focus on relationships for either Matthew or Andrew. Sixth grade is a transition year because the children are entering puberty and moving to another school. Their roles and the way they relate to others are changing at home, at school, and with friends.

It's okay to focus on Andrew as well. The boys have different personalities, and they relate to friends and Ben, their father, differently.

**Where to start?** Lecturing using PowerPoint is not the ideal way to teach your lesson. Ideas:

1. Integrate performing arts with health by role playing using scripts from the books.
2. Examine passages for positive and negative social health practices.
3. Integrate a local Chico history lesson with social health.
4. Use group activities, using a book in common approach.

Other components for your lesson plan: Assign the students to read the book, include book in materials section.

Now that you've completed the lesson plan critique, and received feedback on how to write a lesson plan in health, write one lesson plan on your own for **Grade 6 students**. Your work must be original, and must not infringe on copyrights of published works. See separate instructions for this assignment. If the lesson is not for Grade 6, you will receive zero points for this assignment.

Make sure your submitted lesson plan is 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 HOLISTIC RUBRICS** in your assessment section for this assignment.

**IMPORTANT:** Your lesson plan may be published by North State Academic Press, either online or in a book form. **WHEN YOU SUBMIT YOUR LESSON PLAN:** Send the lesson plan as an MS Word Attachment in Vista. Indicate in the e-mail if you would like your lesson plan published if accepted. You will be notified if your lesson plan is accepted for publication. You may have to edit it before final acceptance.

#### 4. MY FAVORITE ELEMENTARY SCHOOL TEACHER PAPER (GRADES K-6) (50 POINTS)

**Read:** Tomita et al. (2009). My favorite elementary school teacher: Stories told by Chico State students. Chico, CA: North State Academic Press. Softcover Book. ISBN 978-0-9820648-3-2.

<http://www.csuchico.edu/~mtomita/>

#### MY FAVORITE TEACHER (10 POINTS DRAFT, 50 POINTS FINAL SUBMISSION)

For the My Favorite Teacher assignment, you will be asked to write a three-page (minimum) paper, single spaced, about your favorite elementary school teacher. I'd like you to include in your paper: 1) describe the teacher so that we can get a mental picture of the person, 2) discuss what made the teacher special to be considered a favorite, 3) discuss what you remember learning from that teacher, including how the person interacted with you, 4) discuss what you would like to model from this teacher when you become a teacher, 5) Reflection: Provide an analysis of your writing at the end and any insights you may have about yourself.

At the end of the semester, your stories about your favorite teacher may be included in a book about teachers, and published. Publishing of your work is voluntary, but it will look good on your resume. **WHEN YOU SUBMIT YOUR PAPER:** Please indicate in the e-mail is you would like your work published. If your paper is selected for the book, you will be notified via Vista e-mail sometime in spring 2009.

#### 5. DISCUSSION (30 POINTS)

All students are expected to participate in the weekly online discussions. Log in when you have time to participate that week. No late submissions will be accepted. In other words, if you do not post your comments for a given week, you will not receive the two points for that week. Many students work full time, so the discussions are set up to be asynchronous, that is, post your comments when you have time that week, although it is preferable to post on our class days. Also, students are expected to respond to what other students have written. It is not necessary to respond to ALL student comments, but please post at least one response. You will earn two points per week for discussion (total 30 points). ALL students will receive 30 points for Discussion in their Vista (or whatever we are calling this system this semester) grade book. If, at the end of the semester, you did not post for a particular week, I will deduct the corresponding points for that week.

#### GRADING SYSTEM

As you will notice, all of the points earned in this course are from online exams, 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 without having to be pressured by the technological interface of online exams.

Assessment	Due Dates	Total Possible Points
Online Multiple Choice Exams (Exams 1-3; 50 pts. each) - One exam score will be dropped.	Exam 1 Sept 23 6AM-10PM; Exam 2 Oct 14 7 6AM-10PM; Exam 3 Nov 4 6AM-10PM	100
Lesson Plan CRITIQUE	Sept 2 (anytime that day before midnight)	10
Lesson Plan (Chico Bear Adventures)	Oct 7 (anytime that day before midnight)	30
My Favorite Teacher Final	Nov 4 (anytime that day before midnight) <b>NOTE:</b> Revisions may be needed. Revised paper is due Dec 16 8am.	50
Discussion (2 pts. per week)	<b>MUST BE POSTED THAT WEEK FOR CREDIT.</b> Late postings will not be accepted.	30
<b>TOTAL COURSE POINTS</b>		<b>220</b>

**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 up 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 (ADULT, CHILD, INFANT CPR)**

ALL STUDENTS MUST BE CPR CERTIFIED BY END OF THIS COURSE. STUDENTS ARE RESPONSIBLE FOR FINDING THEIR OWN CPR COURSE IN THEIR OWN TOWN. DO NOT CALL INSTRUCTOR TO LOOK FOR A CPR COURSE FOR YOU. MAKE SURE THE COURSE COVERS **ADULT, CHILD, AND INFANT CPR.**

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

You are required to complete 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** grade 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

**IMPORTANT NOTICE ABOUT ONLINE CPR COURSES:** Do not fulfill the CPR requirement through an online CPR course. California State University, Chico departments will not accept the online courses because there are no practical components to the course (practicing CPR on dummies).

*Revised August 15, 2009*

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