

HCSV 450 Health Education for Elementary School Teachers
Department of Health and Community Services
California State University, Chico
Spring 2008 Online

Professor: Mark Tomita, PhD	Office Hours: Butte 604 W 8-11am, 2-4pm
Office: Butte 604	Contact: Ph. 530-354-6910 (cell) NOTE: I do not answer incoming calls that do not register on my phone.
Classroom: Online	E-mail: use Blackboard.

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 Weds Jan 30	The Need for Health Education	Rd. AE Ch. 1, Chapter 1 (for Chapter PowerPoint presentations, see Folder on homepage named <i>Chapter Slideshows</i>).
	The Role of the Teacher in Coordinated School Health Program	Rd. AE Ch. 2, Chapter 2
	Health Framework: CHAPTER 1 The Vision: Health Literacy, Healthy Schools, Healthy People	Rd. HF Ch. 1
	CHAPTER 2 Developing Health Literacy in the Classroom and in the School	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> .
		Start Assignment 1 (25 pts.): 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).
		Assignment Due: by Feb 6, 2008 at 8am. Submit

Day	Content	Assignments AE=Anspaugh & Ezell and HF=Health Framework assignment as a Blackboard e-mail attachment.
Week 2 Weds Feb 6	Plan for Health Instruction Strategies for Implementing Health Instruction <i>Health Framework:</i> CHAPTER 4 Beyond Health Education	Lesson Plan Critique Due by 8am. LESSON PLAN ASSIGNMENT (50 pts.): Begin assignment. See guidelines. The assignment is due Weds., Feb. 20. Rd. AE Ch. 3, Chapter 3 Rd. AE Ch. 4, Chapter 4 Rd. HF Ch. 4
Week 3 Weds Feb 13	CHAPTER 5 Assessment of Health Literacy CHAPTER 6 Criteria for Evaluating Instructional Materials for Kindergarten Through Grade Eight (Only read K-6) <i>Health Framework:</i> CHAPTER 3 II. Content Areas, Kindergarten Through Grade Twelve Measurement and Evaluation of Health Education	Rd. AE Ch. 5, Chapter 5 Rd. HF Ch. 5, HF Ch. 6 HF Ch. 3 (pg. 58-66)
Week 4 Weds Feb 20	Mental Health and Stress Reduction Strategies for Teaching Mental Health and Stress Reduction <i>Health Framework:</i> CHAPTER 3 Health Education (Only read K-6)	Rd. AE Ch. 6, Chapter 6 Rd. AE Ch. 7, Chapter 7 HF Ch. 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) LESSON PLAN DUE. Please submit the MS Word file saved as Rich Text Format.
Week 5 Wed Feb 27	EXAM 1- 50 points, multiple choice Body Systems	AE Ch. 1-5, HF Ch. 1-7. Rd. AE Ch. 8, Chapter 8 Part 1, Part 2
Week 6 Weds Mar 5	Personal Health Strategies for Teaching Body Systems /	Rd. AE Ch. 9, Chapter 9 Read AE Chapter 10 on your own.

Day	Content	Assignments AE=Anspaugh & Ezell and HF=Health Framework
	Personal Health Health Framework: CHAPTER 3 Health Education (Only read K-6)	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 prevention); (pg. 93-94 Gr. 4-6 Unifying idea and expectations; Life cycle; Growth and development)
Week 7 Weds Mar 12	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)
Mar 19	SPRING BREAK- NO CLASS	
Week 8 Weds Mar 26	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 Weds Apr 2	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 Weds Apr 9	Infectious Diseases <i>continued</i>	Immunizations, Small Pox , Tuberculosis, TB 1, West Nile Virus
Week 11 Weds Apr 16	Nutrition Strategies for Teaching Nutrition Health Framework: CHAPTER 3 Health Education (Only read K-6)	Rd. AE Ch. 17, Chapter 17 Part 1, Part 2, My Pyramid Read current information on childhood obesity (ONLINE) Rd. AE Ch. 18- read on your own 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 Weds Apr 23	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

Day	Content	Assignments AE=Anspaugh & Ezell and HF=Health Framework
	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)
Week 13 Weds Apr 30	Consumer Health Strategies for Teaching Consumer Health	Rd. AE Ch. 21, Chapter 21 Rd. AE Ch. 22- read on your own
	Health Framework: CHAPTER 3 Health Education (Only read K-6)	HF Ch. 3; (pg. 80 K-3 Unifying idea and expectations; Products and services); (pg. 95-96 Gr. 4-6 Unifying idea and expectations; Products and services)
Week 14 Weds May 7	Environmental Health Strategies for Teaching Environmental Health	Rd. AE Ch. 25, Chapter 25 Rd. AE Ch. 26- read on your own
	Health Framework: CHAPTER 3 Health Education (Only read K-6)	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 May 14	Course Review	
Week 16 May 21	Exam 4 - 50 points, Multiple choice	AE Ch. 19-26, HF Ch. 3

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 Blackboard 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 (200 POINTS)

DATES: EXAM 1 Wednesday, Feb 27 6am-10pm; EXAM 2 Wednesday, Mar 26, 6am-10pm; EXAM 3 Wednesday, Apr 23, 6am-10pm, EXAM 4 Wednesday, May 21 6am-10pm. The online exam is in a multiple choice format. 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** 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.

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. I've also posted critiques that were scored by me from previous semesters.

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.

To save your file in Rich Text Format, see home page for procedure.

4. LESSON PLAN ASSIGNMENT (50 POINTS)

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 4**. Your work must be original, and must not infringe on copyrights of published works. See separate instructions 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. Rubrics may be used for this assignment, but the point system must be clearly defined such as five points for adhering to art format, 10 points for content, and so on. Do not include class participation points in the assessment. Since you are creating a lesson plan for Grade 4, it is best to include mostly objective forms of measurement. Try to stay away from subjective forms as much as possible, although I realize that "art" is more subjective, and is a necessary form of measurement. Also, the assessment must be created directly from the learning objectives.

The lesson plans integrating art into health education may be published in a book by me, and you may be the chapter author of a peer-reviewed, published scholarly work. I will need signed releases from each of you to publish your work in hard copy and/or electronically (online or CD-ROM). I think this will be a nice addition to your resume! Thus, make sure your lesson plan is your best work!

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).

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	Your Earned Points	Total Possible Points
Online Multiple Choice Exams (Exams 1-4; 50 pts. each)	Feb 27, Mar 26, Apr 23, May 21		200
Lesson Plan Critique	Feb 6		25
Lesson Plan*	Feb 20		50
Lesson Plan (Revised)	Mar 26		
Discussion (2 pts. per week)			30
TOTAL COURSE POINTS			305

* You may receive up to 50 points for the lesson plan assignment. You will be required to revise it and resubmit it in final form. You may earn up to ½ credit for the revision. Example: You earn 40 points for the lesson plan. After receiving feedback on how to improve the lesson plan, revise the plan and re-submit it on the due date listed in the table. You may earn a maximum of five more points for the lesson plan (50-40=10 points. Half of 10 points is five points.). Thus, you may earn a maximum of 45. If you need further explanation, please call me anytime, even on weekends, and I will walk you through this point system. **TEACHING NOTE:** Revision of written work is an important teaching strategy for any grade level. Students do not learn how to write for a particular genre (in our case, health education) unless they receive feedback, and have the opportunity to improve their work. Keep this in mind for when you become a teacher.

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

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 January 23, 2008