

HCSV 450 Health Education for Elementary School Teachers

California State University, Chico

Fall 2009 Online

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Office: Butte 604	Contact: Ph. 530-354-6910 (cell) NOTE: I do not answer incoming calls that do not register on my phone. NO TEXTING.
Classroom: Online, Wednesdays	E-mail: use Vista
Discussion Times: Any time of day	

REQUIRED COURSE MATERIALS

Anspaugh, D. J. and Ezell, G. (2007). Teaching today's health (9th ed.). Boston: 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
1 Aug 26	The Need for Health Education	Rd. AE Chapter 1 (for Chapter PowerPoint presentations, see folder on homepage named Chapter Slideshows).	Assignments: Read <i>Guidelines for Writing Health Lesson Plans</i> for HCSV 450. See Folder on homepage named Lesson Plan and Critique .
	Chico Bear Adventures	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 http://www.csuchico.edu/~mtomita/	Read a few stories about favorite elementary school teachers. Read the ones that interest you. Post your analysis in Discussion section

Week	Content	Readings*	Assignments
			by Friday.
	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	
2 Sept 2	Plan for Health Instruction	Rd. AE Chapter 3	Lesson Plan Critique Due Anytime Today
	Strategies for Implementing Health Instruction	Rd. AE Chapter 4	
	HF CHAPTER 4 Beyond Health Education	Rd. HF Chapter 4	
3 Sept 9	Chico Bear Adventures	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.
4 Sept 16	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)	
5 Sept 23	EXAM 1 - 50 points, multiple choice	AE Chapters 1-5, HF Chapters 1-6	
	Mental Health and Stress	Rd. AE Chapter 6	

Week	Content	Readings*	Assignments
	Reduction		
	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)	
6 Sept 30	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)	
7 Oct 7	Sexuality Education	Rd. AE Chapter 11	LESSON PLAN DUE. Late assignments will not be accepted.
	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)	
8 Oct 14	EXAM 2 - 50 points, multiple choice	AE Chapters 8-12 and HF Chapter 3	
	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)	
9 Oct 21	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)	
10 Oct 28	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)	
11 Nov 4	EXAM 3 - 50 points, Multiple choice	AE Chapters 13-18, HF Chapter 3	
	Injuries: Accident and Violence Prevention	Rd. AE Chapter 19	
	Strategies for Teaching Injuries: Accident and Violence Prevention	Rd. AE Chapter 20- no PowerPoint	
	HF CHAPTER 3 Health Education (Only read K-6)	HF Chapter 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 11	VETERAN'S DAY	NO CLASSES	
12 Nov 18	Consumer Health	Rd. AE Chapter 21	
	Strategies for Teaching Consumer Health	Rd. AE Chapter 22- no PowerPoint	
	HF CHAPTER 3 Health Education (Only read K-6)	HF Chapter 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)	
13	Environmental Health	Rd. AE Chapter 25	

Week	Content	Readings*	Assignments
Dec 2			
	Strategies for Teaching Environmental Health	Rd. AE Chapter 26- no PowerPoint	
	HF 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)	
14 Dec 9	Review		
15 Dec 16	Exam 4 - 50 points, Multiple choice	AE Chapters 19-26, HF Chapter 3	

*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 150 POINTS) – I WILL DROP LOWEST SCORE, ONLY THREE EXAMS COUNT.

EXAM DATES: Exam 1 Sept 23 6AM-10PM; Exam 2 Oct 14 7 6AM-10PM; Exam 3 Nov 4 6AM-10PM; Exam 4 Dec 16 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. If you're focusing on Matthew in seventh grade, this is ideal for sixth graders to read because they should be learning what is appropriate social attitudes, beliefs, values, and behaviors in seventh grade. 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. Your lesson plan may be published online at the North State Academic Press web site. 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 (GRADES K-6)

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/>)

Post your findings in the Discussion section. Some questions to think about are:

- 1) What teacher characteristics are cited as important in favorite teachers? Cite what stories you read.
- 2) What school classroom environment is ideal?
- 3) What student characteristics are cited as important?
- 4) What curriculum was cited?
- 5) Does grade level and sex of student/teacher make a difference in perceptions about teacher?

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 1-4; 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; Exam 4 Dec 16 6AM-10PM	150
Lesson Plan Critique	Sept 2	10
Lesson Plan	Oct 7	30
Discussion (2 pts. per week)		30
TOTAL COURSE POINTS		220

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 7, 2009