

Independent Study Course Syllabus

Course Number: HED 901
Course Title: Teaching Elementary Health

☐ Online ☒ Distance Learning

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Units: 3
Grade Level: K-8

Course Description

The education of America's children is, and will continue to be, one of the most difficult, most time-consuming, and most important activities our free society undertakes. The things children learn in school and the ways they apply them in their daily lives continue to be the foundational skills that help them move from childhood, through adolescence and on into adulthood. The schooling process, as the major component of a child's formal education, must include opportunities to learn not only the proverbial 3Rs, but should also include the acquisition of information that will lead to the development of healthy lifelong living skills.

The schoolhouse must be a place for the next generation of young Americans to develop an appreciation for the joy of learning, as well as acquiring a solid foundation for a healthy lifestyle.

Our classrooms literally become the places where children touch, taste, feel and think their way through life. They look to their teachers as the purveyors of knowledge as well as the individuals who become the role models for so much of the behavior they emulate. Every teacher has developed, whether she/he believes it or not, "disciples" along the way. It is hoped that the lifestyles and behavior the children observe from us, on a daily basis, are the kinds that point them toward longevity and quality of life.

Schools have always been concerned with helping children live better lives. However, the focus of attention to accomplish this awesome mission has only recently come into clear view. State departments of education across the nation have adopted policies that require each new teaching credential candidate, regardless of subject emphasis or level, to take a course similar to the one upon which you are ready to embark. It is hoped that this course will convince you of the need to take that responsibility very seriously; not only in the way you incorporate health across the curricula you teach, but, more importantly, in the ways you live your life before your students.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Course Study Guide

The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released *A Nation Prepared: Teachers for the 21st Century*. Shortly after its release, NBPTS issued its first policy statement: **What Teachers Should Know and Be Able to Do** (PDF - 104kb).

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of

instructional techniques, keeping students motivated, engaged and focused.

- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

National Standards

Become familiar with the Physical Education Benchmarks and Health Standards which your school district covers. I've also included web-sites where you can find educational standards. For each of the lessons you develop in the coming assignment make sure to address an educational standard.

The following are examples of web sites you can include:

www.mcrel.org/standards-benchmarks

www.education-world.com/standards

<http://www.academicbenchmarks.com/search/>

ASSIGNMENT NHES HEALTH EDUCATION STANDARD

Study Guide

NHES Standard 3,6,7

Book Report

NHES Standard 1,6,7

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Personal Health Proposals
Classroom Application
Educational Standards

NHES Standard 5,6,7
NHES Standard 4
NHES Standard 1

Course Requirements

Student will be required to:

1. Read and complete the corresponding study guide;
2. Find three web-sites dealing with health issues or health education that you will be able to use your classroom and develop a class project using them;
3. Develop a week long health curriculum unit;
4. Identify the national standards to which your unit addresses;
5. Develop a personal plan on how you can be good role model of a healthy lifestyle;

Learning Objectives / Outcomes (showing alignment to applicable National Teaching standards and National Content standards)

Student will be able to:

- Explore the definition, goals and objectives of elementary health based on national education health standards;
- Develop proficiency in obtaining health resources off the internet;
- Develop an elementary health curriculum plan for their classroom;
- Implement instructional strategies for teaching health in the classroom;
- Implement a plan to be a healthy role model to their students;
- Become familiar with the national health standards;

Schedule of Topics and Assignments

1. Complete the corresponding study guide.
2. Find helpful web-sites to be used in the classroom or enhance curriculum.
3. Complete the health unit review.
4. Develop a health unit to be taught.
5. Develop a personal health plan.

Evidence of Learning

To receive credit for the class, you must understanding and practical application for each of the following assignments:

1. Respond critically to the study guide of your schools health curriculum review.
2. Student will find a web site that will provide a resource for the teacher and students.
3. Develop a review process that demonstrates the student understands elementary school health.
4. Create a health unit that shows an understanding of the health issues pertaining to their School.
5. Provide a personal health plan that demonstrates a desire to be a healthy role model to their
6. students.

Grading Policies and Rubrics

A or Credit = 90-100%	(100 to 90 points)
B or Credit = 80-89%	(89 to 80 points)
No Credit = 79% or below	(79 points and below)

Unless a letter grade is requested, you will receive a “credit” or “no credit” for the course. To receive credit for the class, you must receive scores of 80% or better for each of the following assignments:

Assignments

-school review study guide	30
-internet assignment	20
-health unit development	20
-five class lessons	20
-personal health plan	<u>10</u>
	100

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Rubric for Evaluating Assignments

To receive an A or credit the following criteria must be met:

Project	Total Points Possible	To Earn An “A”	To Earn An “B”	No Credit
Study Guide	30	Completion of all questions with original thought	Completion of most questions with original thought	Very little thought given to responses
Internet Assignment	20	The content points students to quality information resources, is informative and provides useful information	Mostly quality content that will be of benefit to the student	Content fails to point students to informative information
Health Unit Development	20	An accurate and complete assessment of the schools health	A useful and working understanding of the schools health	Poorly organized and incomplete

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		curriculum	curriculum	health curriculum
Class Lessons	20	Creativity and original information that enhances the learning process.	Most of the information shows creativity and enhances learning	Shows little creativity and not very inspirational
Personal Health Plan	10	An accurate and complete assessment of one's health and a clear and complete plan	A useful and working health plan	Poorly organized and incomplete plan

Instructor/Student Contact

To assist the students' comprehension and learning of the course material, please contact the instructor via email or phone call when the following are completed.

Student Initiated Contact

1. Beginning the course after looking over materials.
2. After completing school health review.
3. At the completion of the course before mailing back materials.

Instructor Initiated Contact

1. After receiving students registration introductory email.
2. Ten days later to confirm materials were received.

Students can call or email the instructor if they have any questions or concerns about the class. The instructor will return the email or call within 24-48 hours. Communication by email is the best way to contact the instructor. Please use the instructor's contact at the top of the syllabi.

References/ Resources

Marotz, Lynn R. (2009) *Health, Safety, and Nutrition For the Young Child*
Belmont, CA Wadsworth Publishing

Grechus, Marilyn (2010) *Innovative Tools For Health Education*
Champaign, IL Human Kinetics

Telljohann, Sus TellJohann, Susan Symons, Cynthia W. Pateman, Beth (2010)
Health Education: Elementary and Middle School Applications
New York, NY McGraw-Hill

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Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.