

Eastern Kentucky University
Department of Curriculum and Instruction
EME 586/786 Health Instruction P-12, CRN XXXXX
credit hours
Fall XXXX

Professor

Office

Office Phone

Email:

Catalog Description:

Developmentally appropriate curriculum, materials, and methods for the health P-12 program.
Minimum of 20 field/clinical hours.

Text:

Meeks, L., Heit, P. & Page, R. Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health; McGraw-Hill Publishing.

Student Learning Outcomes:

1. Express and defend a philosophy of health education.
2. Identify experiences in the school environment and curriculum through which health education can occur (i.e., health education through healthy living, health services, correlation, planned instruction)(KTS 1, 2; **SHAPE HEALTH 3**)
3. Define the nature and role of curriculum determinants in health education curriculum planning (i.e., general education objectives, societal needs and attitudes, nature of the learner, nature of the content, resources for implementation, and Core Content for Assessment).(KTS 1, 2; **SHAPE HEALTH 3 & 4**)
4. Identify fundamental principles to be employed in planning health education curriculum. (KTS 1, 2; **SHAPE HEALTH 3, 4 & 5**)
5. Demonstrate the skills inherent in building health education units that include expected outcomes, content, learning activities, evaluation procedures, and teaching-learning resources. (KTS 2, 3, 4, 5, 6; **SHAPE HEALTH 4 & 5**)
6. Demonstrate knowledge of the basic objectives and content which meets state and national standards. (KTS 1, 9; ISTE1, 2, 3, 4; **SHAPE HEALTH 3, 6 & 8**)
7. Design/plan instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think through and solve problems, and integrate knowledge. (KTS 3, 8; **SHAPE HEALTH 4, 5, 6**)

8. Introduces/implements/manages instruction that meets Kentucky's Goals. (KTS 2, 3, 4, 5, 6, 7, 8: **SHAPE HEALTH 6 & 8**)
9. Reflects on and evaluates specific teaching /learning situations and programs. (KTS 5, 7, 9, **SHAPE HEALTH 5 & 8**)
10. Collaborates with colleagues, parents, and other agencies to design, implement, and support learning that develops students to meet Kentucky's Goals. (KTS 8, 10; **SHAPE HEALTH 4, 5 & 8**)

Evaluation Methods:

Grading Scale

- | | |
|---|------------------------------|
| 1. Chapter Questions (150 points) | 90-100% A = 450-500 |
| 2. Teaching Unit (100 points) | 80-89% B = 400-449 |
| 3. Mini-Lessons (100 points) | 70-79% C = 350-399 |
| 4. In-Class Lesson (50 points) | 60-69% D = 300-349 |
| 5. Observation/Clinical Hours (50 points) | 59% or Below F = 299 or less |
| 6. Bulletin Board (25 points) | |
| 7. Resource File (50 points) | |

Information and grade sheets for projects will be posted and discussed in class.

Attendance policy:

Attendance is required. University policy regarding absences will be upheld. Unexcused absences of 20% or more scheduled class time (3 classes or more) will result in a grade of "F" being issued. Determination regarding the status of an absence (i.e., unavoidable absence, the student should meet the instructor's terms for "make-up" procedures, but the responsibility for initiating make-up work rests with the student. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

Disability Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Academic Integrity Statement:

Candidates are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu.

Questions regarding this policy may be directed to the Office of Academic Integrity.

Cell Phones: Cell phones should be turned off upon entering class or operated on silent/vibrate mode.

Assignments: The assignments are designed to provide meaning to the course and to cultivate individual responsibility for teaching.

Official E-Mail:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Course Requirements:

1. Review Questions (150 points)

Rather than an exam, you will have questions for review of chapters and concepts from readings and discussions in class. Questions will be put on blackboard and will have dates in which they are to be finished.

2. Teaching Unit (100 points)

a. Plan and implement a teaching unit using the KTIP format.

b. An activity should be planned for each day. **Candidate must plan at least one (1) activity that incorporates health assessment technology into the lesson, i.e app for tracking nutrition, BMI assessment, etc. Candidates should identify resources at clinical site prior to developing this activity.**

c. Include resources, background information, and an assessment.

d. Include a bulletin board idea and worksheets.

3. Mini-Lessons (100 points)

a. Out of the Practical Living content areas (nutrition, growth and development, family life, emotional wellness, personal health, communicable disease, alcohol, tobacco, and other drugs, safety, health-related fitness), choose 5 subject areas for elementary and 5 different subject areas for middle school.

- b. For each, write a lesson plan that contains content and an activity. **At least (1) activity must demonstrate use of contemporary technology to improve students' health and indicate how this technology will be applied by the students in the classroom.**
 - c. Follow the KTIP lesson plan.
4. **Observations (50 points)**
- a. 20 hours – P-8 (10 elementary, 10 middle school)
 - b. **DO NOT OBSERVE A PHYSICAL EDUCATION CLASS!!!**
 - c. Have the teacher(s) sign the observation form.
 - d. Complete the evaluation sheet during each observation.
 - e. Submit the summary/critique of elementary and middle school and include observation verification forms.
5. **Resource File (50 points)**
- a. Identify 5 activities on a specific content area that supplement or reinforce classroom instruction within that area. Ex: an alcohol activity within the substance use/abuse content.
 - b. Provide one copy of the resource file to the instructor, and one for each student in the class.
6. **In-Class Lesson (25 points)**
- a. KTIP lesson plan – different lesson from what has already been submitted.
 - b. The teaching performance should be activity-oriented rather than content based (lecture only).
 - c. Lesson must be targeted to a specific grade level and must be age appropriate.
7. **Bulletin Board (25 points)**
- a. Choose a subject area for your board.
 - b. You must provide all materials – ideas for the board can be purchased.

Assessment forms will be given in class.

Grading Scale:	450 – 500	90-100% = A	300 – 349	60-69% =
				D
	400 – 449	80-89% = B	0 – 299	59% and
	below = F			
	350 – 399	70-79% = C		

Course Outline:

Date	Topic	Chapter(s)
	Orientation	
	Need for Health Education/Role of the Teacher/	1,2,

Goals and Objectives /Strategies

3

Coordinated School Health Program

Technologies/Measurement

Kentucky Core Academic Standards: Practical Living

Health Advocacy

Personal Wellness: Personal & Physical Health; Fitness; Healthy Behaviors; Communicable/Non-Communicable Diseases

Resource File due

Personal Wellness: Emotional Wellness; Family Health; Alcohol, Tobacco, and Other Drugs

Nutrition: MyPlate; Healthy Food Choices; Nutrition Labels; Food Advertising

Lesson plans and Observations due

Safety:Personal; Home; Internet; School; Vehicle; Pedestrian; First Aid;

Bully

In-Class Lesson

Teaching Units due

Last Meeting: Wrap-up and pick up projects

Bulletin Boards will be scheduled