General Information

Course Bulletin Listing/Subject Area: Education: Phys Actvty & Ed Svc
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 4743
Course Title: Teaching Health Education in Elementary, Middle and High Schools
Transcript Abbreviation: Teach Health Ed
Course Description: This course focuses on methods for the teaching of comprehensive school health education (CSHE) in elementary, middle, and high schools. It is required for the teacher licensure program in health education teachers.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Must have taken all health licensure classes prior to this class with the exception of practicum or permission of instructor.
Exclusions: none

Cross-Listings

Cross-Listings: NA

Subject/CIP Code

Subject/CIP Code: 13.1307
Subsidy Level: Baccalaureate Course
Intended Rank: Junior, Senior

Quarters to Semesters

Quarters to Semesters: New course
Give a rationale statement explaining the purpose of the new course: This class is a required class in the new health education licensure program
Sought concurrence from the following Fiscal Units or College:
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Will plan and implement a socially responsible and relevant health education for children and young adults in contemporary K-12 schools

Will demonstrate an appreciation of diverse learners through appropriate instructional and curricular choices
Content Topic List

- Concepts of Health
- Health and Learning Among Children and Adolescents
- Factors Influencing Health and Learning
- Youth Health Risk Behaviors
- Planning for CSHP and CSHE: School Community Task Forces and School Health Councils
- Planning for CSHP and CSHE: PRECEDE-PROCEED
- Planning for CSHP and CSHE: Needs and Capacity Assessment
- Coordinated School Health Programs (CSHP) Resources for CSHP
- Comprehensive School Health Education (CSHE) Resources for CSHE
- Planning for CSHP and CSHE: Standards, Goals, Objectives, Content, Skills, Content Bites, Skill Cues, and Assessment
- Teaching CSHE Content and Skills: Principles of Learning and Teaching Strategies That Work
- Teaching CSHE Content and Skills: Methods (Active Learning Strategies) and Materials
- Sensitive Issues in Teaching CSHE Content and Skills
- Teaching CSHE Skills: Accessing Valid Health Information, Products, and Services
- Teaching CSHE Skills: Self-Management
- Teaching CSHE Content and Skills: Analyzing Influences
- Teaching CSHE Content and Skills:
  Decision Making and Goal Setting
- Teaching CSHE Content and Skills: Advocacy
- Teaching CSHE Content and Skills: Mental Health
- Teaching CSHE Content and Skills:
  Personal and Consumer Health
- Teaching CSHE Content and Skills:
  Growth and Development/Family and Sexual Health
- Teaching CSHE Content and Skills:
  Tobacco
- Teaching CSHE Content and Skills:
  Alcohol and Other Drugs
- Teaching CSHE Content and Skills:
  Nutrition
- Teaching CSHE Content and Skills:
  Physical Activity
- Teaching CSHE Content and Skills:
  Injury Prevention and Management
- Teaching CSHE Content and Skills:
  Community and Environmental Health
- Professional Development
Attachments

*4743-health educati#1BB3533.doc

(Syllabus. Owner: Wheaton, Joe Edward)

Comments

Workflow Information

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Instructor: Phillip Ward, Ph.D.

Office  Rm A256  PAES Bld  
         Ph: 688-8435  
         Email: ward.116@osu.edu

Office Hours: XXXXX

Class Meetings: XXXXX

Rationale: This course focuses on methods for the teaching of comprehensive school health education (CSHE) in elementary, middle, and high schools. It is required for the teacher licensure program in health education teachers.

Course Objectives. The following are expectations for the course: That teacher candidates:

♦ will plan and implement a socially responsible and relevant health education for children and young adults in contemporary K-12 schools

♦ will demonstrate an appreciation of diverse learners through appropriate instructional and curricular choices

♦ can design appropriate content and teaching progressions, which link goals, learning experiences, and assessments for students in health education in elementary, middle and high school.

♦ describe, and demonstrate strategies for teaching health education skills.

♦ describe, and demonstrate strategies for teaching health education content.

♦ develop lesson plans that integrate health education needs and interests, standards, content, skills, strategies, materials, and assessment.

♦ develop a resource kit for planning, implementing, and evaluating instruction in CSHE

Evaluation.

♦ In class teaching labs: These teaching labs must be completed satisfactorily. They are graded as acceptable or unacceptable. Unacceptable performances in the teaching labs with result in a failing grade in the class.

♦ Papers: One paper worth 10%. Details can be found at the end of this syllabus.

♦ Lesson Plans- Details provided in class 50%

The Grading Scale:

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<td>91-100%</td>
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<td>A-</td>
<td>88-90%</td>
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<td>B+</td>
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<td>D</td>
<td>64-66</td>
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<td>E</td>
<td>Less than 63</td>
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Ph: 688-8435  
Email: ward.116@osu.edu
Use of Technology: Throughout this experience you will be using technology such as word processing and PowerPoints to complete assignments, lesson plans and activities that you design. You will also utilize digital/videotape to analyze your teaching styles and skills to enhance your lessons.

Diversity: A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region. An emphasis on cognitive style differences provides a background for the consideration of cultural context. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Teacher candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising teacher candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region.
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<td>Health and Learning Among Children and Adolescents</td>
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<td>Factors Influencing Health and Learning</td>
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<td>Youth Health Risk Behaviors</td>
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<td>Planning for CSHP and CSHE: School Community Task Forces and School Health Councils</td>
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<td>Planning for CSHP and CSHE: Needs and Capacity Assessment</td>
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<td>Chapter 11</td>
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<td>Teaching CSHE Content and Skills: Injury Prevention and Management</td>
<td>Chapters 6 &amp; 7</td>
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<td>Final thoughts/Course Evaluation</td>
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<td>Pick-up of graded Resource Kits</td>
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Paper # 1
A yearly plan to promote your health education program

**Rationale:** Communicating your program to others (administrators, peers, parents, community, leaders and students) represents a critical feature for both the real and perceived success of your program. This assignment requires you to develop a **plan of action** to cover the school year relative to the promotion of your physical education program to the following consistencies: administrators (e.g., principals, superintendents, school board), peers (i.e., fellow teachers), parents, community leaders, and students. The plan should have two parts: The first part should describe what is that form of the promotion, whom it is directed at, and when it will occur. The second part should include and example of one promotion in detail (e.g., a newsletter) for students, for parents or ? (your choice of constituency).

**Rubric for "A yearly plan to promote your health education program assignment.**

Clarity of presentation

- Clearly articulated; to the point; (4 or 3)
- Mostly well articulated; (2)
- A bit vague; (1)
- Not well developed for clarity; (0)

Scope of the position

- Well developed plan and well articulated (3)
- Well developed plan and clearly described (2)
- Vague and at times unclear, with a incomplete description (1)
- Vague, underdeveloped and/or limited in scope, with little or no description (0)

Professional Productivity

- Within page limit, spell checked, proof read, and error free within 1-2 errors (3)
- Within page limit, 3-5 errors in spelling, grammar, and other editorials (2)
- Not within page limit, more than 5 errors in spelling, grammar, and other editorials (1)
- Not within page limit and several errors in spelling, grammar, and other editorials (0)
Lesson plans  Assignment  
Details to be provided in class