

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDUC E571 Health Education for Teachers
Spring Semester 2006 CRN # 22247
La Costa Canyon High School Room 411 March 17, 18, April 21, 22, 2006
Meeting Times: 3/17 & 4/21 4pm-9:50pm and 13/18 & 4/22 8am- 5:20pm**

**Instructor: Cathy D. Hicks, M.A.
Phone: 760-436-6136 x6218
E-Mail: chicks@csusm.edu
Office: La Costa Canyon High School room 411
Office Hours: by appointment**

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

Designed to raise teacher awareness and examine the current health issues confronting today's educators. Introduces educators to resource links within the community as well as within the public school system. Participants will reflect on how this information connects to their own practice within their own classrooms and schools. Subjects include chemical dependency, nutrition, fitness, HIV/AIDS, conflict resolution/mental health and maintaining a healthy school environment. Cardiopulmonary resuscitation (CPR) training for certification needed for the clear credential will also be offered. *May not be taken for credit by students who have received credit for EDUC 595E.*

Course Objectives

The objectives of this course are to enhance the student's ability to recognize child health concerns and become capable of implementing health related instruction in public schools.

Upon completion of this course the student will:

- Increase knowledge, skills, and access resource links necessary to address the health concerns of their own students.
- Raise awareness and improve understanding and skills necessary to positively impact student well being.
- Discuss current health issues, share concerns, and participate in collaborative problem solving.
- Identify major causes of death and illness.
- Discuss how culture, heritage, race, gender, and heredity influence health behaviors.
- Demonstrate instructional strategies that foster wellness.
- Describe the opportunities for correlating/integrating health instruction with other subject areas.

- Identify the role of official and voluntary health agencies in promoting school health programs.
- Increase awareness of opportunities and ideas for implementing the California Health Framework in their own classroom.

Required Texts

The instructor will provide reading materials as well as directions for accessing additional resource information. Their will not be a required text. However, students will need to access the Health Framework at www.cde.ca.gov/re/pn/fd/documents/health-framework.2003.pdf

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPEs are addressed in this course:

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observations, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

The class will begin promptly at the scheduled times. Absences and late arrivals will negatively affect the final grade. This course only meets for a few concentrated days; attendance at each session is critical to success.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

Assignment A: I.D. Card

Submit March 18

Use a 3" x 5" card and paste a current photo of yourself in the upper left hand corner. On the right side of the card type or print: your name, your e-mail address and home phone, your school district and the grade level and subject area in which you teach (if applicable), anything unique or interesting about yourself, and what specifically you would like to learn about in this class. Submit to the instructor.

Assignment B: Mini Health Lesson

Submit April 21

Create an original (or almost original) mini health lesson (15 minutes of less) appropriate for teachers and/or student of the age/grade level at which you teach. **You may not use any**

copyrighted materials. The activity must fit on a white 8 1/2" x 11" page(s) and must include attractive graphics. This mini lesson must be a health related learning activity with educational value. In the lower right hand corner of the front page list your name, date, CSUSM, and EDUC 571. Your mini lesson may be used as a future example. Paper or staple a cover page to the worksheet(s) and provide the following: a) your name, date, course, and instructor's name, b) suggested age/grade target group, c) the specific skill/behavior from the California Health Framework to which it is linked, d) if not 100% original, cite the source used, e) directions for use, and f) the answers if your lesson is a worksheet, word search, puzzle. Be prepared to explain and possibly demonstrate your lesson to the class. Submit one copy to the instructor and duplicated one copy of your mini lesson for each person in class (and provide answers or the key if a worksheet, word search, or puzzle).

Assignment C: Internet Resources

Submit April 22

During the October 8 class you will be in a computer lab with Internet access. Explore at least 3 health related Internet web sites, which provide either lessons for the classroom teacher or health information that could be accessed to create lesson plans. You can refer to the Internet Resource Guide provided by the instructor (but your web sites may not be one provided by the instructor's resource guide), or you can refer to the web site www.cashe.org for assistance. Write a one to two page summary of each web site and include the following information: a) address of the web site, b) its affiliation (government, commercial, educational, etc.), c) what type of health information this site provides, d) how you determined this information was factual and valid, e) what other health related links you can reach through this site, and e) how could this information be used in your classroom. Submit one copy of each summary to the instructor.

Assignment D: Resource Packet Project

Submit April 22

Develop a health education resource packet for a subject and age/grade level that will be assigned to you by the instructor. The format and packaging is up to you. Each resource packet will contain the following sections; a) Title (grade level, name of content, date, course name and number, and instructor's name), b) a letter that you develop written to parents about the instructional unit, including suggestions of activities they can do at home to support and reinforce what is being taught at school, c) a list of resources for teachers which, at a minimum, includes the following:

- 3 health web sites (may not be the same as the Internet assignment), including a brief description of the types of information the web site provides that would be useful to the **teacher** preparing the lessons) for each web site.
- 3 local community agencies/organizations, including a brief description of each, the address, phone number, a web address (if available), a download the home page with any other useful information about the services provided.
- 3 books related to health, including a brief description of the contents of each and how it could be used in a lesson. Also include the title, author, publisher, publication date, sources for purchase, and approximate price of the book.
- 1 video related to health, including a brief description of the contents and how it could be used in a lesson, the title, producer (maker), production date, source for purchase, and approximate price of video.

Write a one or two page summary of how the information could be used in your classroom/subject area and the importance of integrating health education across the curriculum.

Assignment E: Journals**Submit April 22**

Participants will keep a journal throughout the course. Entries will be related to the topics presented. Though many more than 5 topics will be discussed, only 5 journals need to be turned in. Choose 5 to respond to and submit one copy of each journal to the instructor. The following format will be used:

- Topic
- 3 of the main points presented
- Personal reaction to the topic
- Description of how the issue/topic impacts schools
- How the topic might be related to classroom/professional experience.

Assignment F: CPR Certification**Submit by March 18**

Certification in CPR (Infant, Child, and Adult) will be offered on Saturday, March 18. An additional fee of \$25 will be required for those participants who need CPR certification.

Grading Standards

This course is designed to encourage active participation by each student. The quality of your contributions will be evaluated. **Assignments are NOT accepted by fax or email. No late work will be accepted without prior approval from the instructor.** All assignments should be typed and reflective of graduate level work. Final grade is based on 100 points. The distribution of the 100 points is as follows:

- | | |
|---|----------------|
| • Attendance, Preparation, and Participation (4 sessions x 6 points.) | 24 pts. |
| • I.D. card | 5 pts. |
| • Mini health lesson plan | 12 pts. |
| • Internet Assignment | 15 pts. |
| • Resource Packet Project | 16 pts. |
| • Journals (5 topics x 3 pts.) | 15 pts. |
| • CPR Certification | <u>13 pts.</u> |
| | 100 pts. |

Grading Scale:

A	100-94 pts.	B	87-84 pts.	C	77-75 pts.
A-	93-91 pts.	B-	83-81 pts.	C-	74-72 pts.
B+	90-88 pts.	C+	80-78 pts.	N/P	below 71 pts.

All University Writing Requirement

The CSUSM writing requirement will be met by weekly assignments including journal topic responses, summary of the Internet Resource assignment, Resource Packet letter home to parents, and mini lesson explanation.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the

class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Schedule/Course Outline

Date	Topic	Assignment
Session 1 3/17/06	Course Introduction, Health Framework, Comprehensive School Health, Healthy School Environment, School Health Law.	Assign I.D. card, begin journal topic reading.
Session 2 3/18/06	Child Abuse Reporting Laws, Health Resources, Health Related Internet Resources, CPR.	Collect I.D. card, begin mini-lesson, resource packet assignment, Internet Resource assignment, Journals, CPR certification, Nutrition survey.
Session 3 4/21/06	Nutrition, alcohol, tobacco, drugs and chemical dependency, fitness/obesity, Decision making, Family Life Education.	Continue work on mini lesson, journals 1-5, resource packet, and internet assignment.
Session 4 4/22/06	Contagious diseases (HIV/AIDS), STD's, Conflict Resolution/Mental Health, Sexual Harassment.	All assignments due: Journals 1-5, mini lesson, internet assignment, resource packet.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second- language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration