HHPH 382.01E
Elementary/Secondary School Materials in Health Education

Spring 2015
Monday, Wednesday, and Friday 9:00am – 9:50am
Field house, Room 102

Instructor: Henry H. Ross, EdD
Office: Field house 216
Phone: (903) 468-6043
E-mail Address: Henry.Ross@tamuc.edu

Office Hours: Monday and Wednesday – 11:00am – 11:50am and 2:00pm – 4:00pm
Tuesday and Thursday – 8:00am – 10:50am and 2:00pm – 4:00pm
Friday by appointment only (11:00am – 11:50am)
E-mail Address: Henry.Ross@tamuc.edu

(If you need to meet with me but have a physical disability that will not allow you to come upstairs to my office; I will be happy to make arrangements to meet with you on the 1st Floor of the Field house)

Course Description:
A study of the organization and curriculum of the elementary and secondary school health programs including individual health guidance, healthful school environment, protective measures, screening procedures, evaluation of methods of instruction, and teaching materials.

Resources:

Print and Web Resources:
http://glencoe.mcgraw-hill.com/sites/0078758769/
http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm
www.cdc.org
www.tahperd.org

Course Objectives & Goals:
The health major will gain a foundation of knowledge and classroom resources in preparation of entering the classroom as a health education teacher in Texas.

The student will:
1. Access knowledge, analyze and discuss the most current health status of children in the Texas, the United States, and the World.
2. Gain knowledge of the makeup and importance of the comprehensive school health program.
3. Explore the scope and sequence of health education as mandated by the Texas Essential Knowledge and Skills (TEKS).
4. Gain a working knowledge of the areas of health education concepts as described in the TEKS: Wellness; Decision Making; Consumer Advocacy; Fitness; Nutrition; Mental/Emotional Health; Healthy Relationships; Personal Care & Body Systems; Growth & Development; Tobacco, Alcohol, & Other Drugs; Diseases; Injury Prevention, Environmental Health.
5. Develop and demonstrate effective age-appropriate health education activities utilizing various teaching strategies and resources.
6. Demonstrate knowledge of health education content through classroom discussions.
7. Demonstrate knowledge gained of health content by taking a TEAXES formatted practice exam.

Class Procedures:
The class will be taught using two instructional approaches. About 65% of class time will be spent in a lecture format and 35% in a small group format, in which discussions will be held and student presentations given. Guest speakers, films, and videos may be used depending on need and availability.

Class Notes:
My power-point presentations will be made available to students however, it is suggested that arrangements be made with fellow classmates to obtain notes from them on days that you may be absent. **Students are highly encouraged to visit the websites listed above under the heading of “Print and Web Resources”**.

Assignments:
  a. Submit a **lesson plan** for an activity which covers one class period. (Assignment is due by 11:00pm on 4/3/15 via e-mail).
  b. Develop and present a **poster presentation** that is geared towards helping students manage their health risks or helping them develop positive health habits. (You may choose your own topic, and you are encouraged to be as creative as you wish to be). These will be presented in class on 4/20/15 – 4/24/15.
  c. Develop and present a **power-point presentation** (8 – 10 minutes) on an age-specific, health-related topic. (This presentation may come from the lesson plan you developed). These will be presented in class on 4/27/15 – 5/1/15.
  d. Visit an elementary, middle school, or junior high school in your neighborhood/community and get a copy of the health curriculum that is being taught. You will be responsible for writing a report on your findings. Your report should list the name of the school and the teacher, a list of the topics that are covered and the amount of time devoted to each topic. You should find out which topic/s the Health Education Teacher is not allowed to cover in the classroom and why. Finally, draw your own conclusions as to the additional topics that you feel should or should not be covered and why you feel this way. **(Please present this information in a 2-page report – (font =12, double-spaced). Assignment is due by 11:00pm on 5/4/15 via e-mail.)**

Exams:
There will be three exams spaced throughout the semester. The exams will not be comprehensive and will only cover material from the respective power-point presentations during the semester. The exams may include multiple choice, short answer, and essay questions that cover content from the class lectures and readings. No “make-up” exams are available unless due to extenuating circumstances (i.e. death of an immediate family member, severe injury/illness, etc.) and the student has **written approval** from the instructor to take the exam at a later date. **All Students will be required to take the TEAXES practice exam. A higher score on this exam will replace the lowest exam score.**

**Academic Honesty**
At all times students are expected to complete work independently unless instructed to do otherwise (e.g. the group presentation). Ideas and writings from others should be properly referenced. If you are not sure how to do this, it is your responsibility to learn how by consulting APA guidelines or the instructor. Cheating on exams is definitely forbidden. The use of notes (unless permission is given by the instructor) or soliciting help from fellow students during an exam is not allowed. Instances of plagiarism, cheating, or other forms of dishonesty that are discovered will result in a failing grade on the given assignment.
Attendance Policy:
Much of the work in this course will be accomplished in collaborative work groups. Punctuality, dependability, and the ability to accomplish group goals are considered effective ways to demonstrate professionalism. Therefore your attendance is critical to your success in Health Education 382. Excessive absences occur when they reach approximately 10% (5 classes) of the total scheduled class meetings for the term. A student may be dropped from the course when his/her unexcused absences exceed approximately 20% (8 classes) of the total scheduled class meetings for the term. Students are expected to attend class and participate appropriately in class sessions. Tardy three times for a class will be equal to one absence. In addition to regular attendance (attending at least 90% of the class meetings), spirited and appropriate discussion and thoughtful questions may help to raise the student’s grade to the next highest grade for those students who may be on the borderline at the end of the semester. (Borderline is viewed as an average that is a least 4 points past the mid-point.)

Course Requirements:
1. Attendance at all class meetings is required and is essential to your success in this course. Pay careful attention to punctuality. Remember your attendance and punctuality is a reflection of your professionalism.
2. Completion of all assigned readings from any supplemental materials
3. Completion of all written assignments and projects exhibiting scholarship, professionalism and on-time delivery.
4. Thoughtful participation in class discussions, group sessions, and activities.
5. Successful and professional completion of health-based projects.
6. Success on exams and other course evaluation materials.

Teacher’s Pet…
7. You are asked to turn-off all cell phones, pagers, GPS devices, radar detectors, satellite receivers, and all other electronic devices when entering class. You are asked to leave your lap top computers at home unless a time presents itself during a project when you are asked to bring your computer. Completing work and Texting and/or E-mailing is really rather rude during class. I am truly amazed in even having to include such a request in the syllabus. Professional, respectful, and polite, behavior is expected from everyone.
8. Please watch sidebar conversations…it is disruptive to those around you and makes it difficult to hear. Your thoughts are very important; please share your conversations with everyone.
9. A “late fee” of one grade letter (on that assignment) will be charged for work submitted late…

TExES Competencies Aligned with Health Education 382

157 Health Education EC-12

Competency 001
The health education teacher understands human body systems and the processes of human growth and development.

Competency 002
The health education teacher understands nutrition, exercise, and physical fitness and their role in maintaining and enhancing health.

Competency 003
The health education teacher understands how diseases and disorders affect health.

Competency 004
The health education teacher understands mental and emotional health and factors that influence mental and emotional health.
Competency 005
The health education teacher understands family relationships and their significance for health.

Competency 006
The health education teacher understands interpersonal relationships and healthy ways of interacting with others and avoiding conflict.

Competency 007
The health education teacher understands human sexuality and its significance for health.

Competency 008
The health education teacher understands methods and procedures for promoting safety, preventing accidents, and responding to emergencies.

Competency 009
The health education teacher understands the use and abuse of alcohol, tobacco, and other drugs, including prescription drugs, and the effects of alcohol, tobacco, and other drugs on health.

Competency 010
The health education teacher understands issues and factors related to community and environmental health.

Competency 011
The health education teacher understands issues and factors related to community and environmental health.

Competency 012
The health education teacher understands sources of health-related information and strategies for accessing, evaluating, and using health-related information.

Competency 013
The health education teacher demonstrated knowledge of health-related products and services and the skills and strategies needed to be an informed consumer of health-related products and services.

Competency 014
The health education teacher knows how to plan, implement, and evaluate a school health education program and understands the role of the school health educator.

Competency 015
The health education teacher knows how to plan and implement effective school health instruction.

A&M University-Commerce Policies
1) The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Gee Library Room 132 Phone (903) 886-5150 or (903) 886-5835

2) All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
Find a class contact and exchange information.

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Course Calendar Spring 2015: *(subject to modification)*

<table>
<thead>
<tr>
<th>DATE</th>
<th>PRESENTATION</th>
<th>Topics to Cover</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td></td>
<td>Introduction/Syllabus</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>#1</td>
<td>The Teacher As a Professional</td>
<td></td>
</tr>
<tr>
<td>1/26</td>
<td>#2</td>
<td>The Need For Comprehensive School Health</td>
<td></td>
</tr>
<tr>
<td>1/28</td>
<td>#2 (cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>#3</td>
<td>Healthful School Environment</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>#3 (cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>#4</td>
<td>The Comprehensive School Health curriculum</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>#4 (cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>#5</td>
<td>Instructional Strategies &amp; Technologies</td>
<td></td>
</tr>
<tr>
<td>2/11</td>
<td>#5 (cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/13</td>
<td></td>
<td>Discussion Board</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>#6</td>
<td>Parenting and Paternity Awareness (+) Exam #1 (Take Home, Power Points 1-6)</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Classroom Activity</td>
<td>Developing Lesson Plans (Planning and Practice)</td>
<td></td>
</tr>
<tr>
<td>2/20</td>
<td></td>
<td></td>
<td>Exam #1 (Due)</td>
</tr>
<tr>
<td>2/23</td>
<td>#7</td>
<td>Mental and Emotional Health</td>
<td></td>
</tr>
<tr>
<td>2/25</td>
<td>#7 (cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>#8</td>
<td>Family and Social Health</td>
<td></td>
</tr>
<tr>
<td>3/2</td>
<td>#9</td>
<td>Growth and Development</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>#9 (cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td></td>
<td>Discussion Board</td>
<td></td>
</tr>
<tr>
<td>3/9</td>
<td>#10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td>#10 (cont.)</td>
<td>(+) Test Review (Power Points 7-10)</td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td></td>
<td></td>
<td>Exam #2 (Due)</td>
</tr>
<tr>
<td>3/16-</td>
<td></td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>3/20</td>
<td>#11</td>
<td>Communicable and Chronic Diseases</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>#12</td>
<td>Consumer and Community Health</td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td></td>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3/30</td>
<td>#13</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>#13 (cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>#14</td>
<td>Injury Prevention and Safety</td>
<td>Topic for Poster Presentation (Due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Topic for PwrPt. Presentation(Due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Name of School &amp; Teacher you will visit (Due)</td>
</tr>
<tr>
<td>4/6</td>
<td>Classroom Activity</td>
<td>Strategies for Teaching Health: Grades 5-7 (+)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>Classroom Activity</td>
<td>Strategies for Teaching Health: Grades 8-12</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Exam #3 (Due)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/13</td>
<td>No Class Meeting</td>
<td>Out-of-Class Assignment</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>No Class Meeting</td>
<td>Out-of-Class Assignment</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>No Class Meeting</td>
<td>Out-of-Class Assignment</td>
<td></td>
</tr>
<tr>
<td>4/20</td>
<td>Classroom Activity</td>
<td>Poster Presentations</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Classroom Activity</td>
<td>Poster Presentations</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Classroom Activity</td>
<td>Poster Presentations</td>
<td></td>
</tr>
<tr>
<td>4/27</td>
<td>Classroom Activity</td>
<td>Power Point Presentations</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>Classroom Activity</td>
<td>Power Point Presentations</td>
<td></td>
</tr>
<tr>
<td>5/1</td>
<td>Classroom Activity</td>
<td>Power Point Presentation</td>
<td></td>
</tr>
<tr>
<td>5/4</td>
<td>Written Report From Fieldtrip Experience</td>
<td>Fieldtrip Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td></td>
<td>TExES formatted practice exam</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>Final Activity</td>
<td>Fieldtrip Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bring your favorite comfort food 😊</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/11-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
National Organizations

Action on Smoking and Health
2013 H Street NW
Washington, DC 20006
http://ash.org/

Administration on Aging
330 Independence Avenue SW
Washington, DC 20201
http://www.aoa.gov/

Alcoholics Anonymous
Grand Central Station
P.O. Box 459
New York, NY 10163
http://www.alcoholics-anonymous.org/

Al-Anon/Alateen Family Group Headquarters
1600 Corporate Landing Parkway
Virginia Beach, VA 23454-5617
http://www.al-anon.alateen.org/

American Academy of Pediatrics
141 Northwest Point Blvd.
Elk Grove Village, IL 60007
http://www.aap.org/

American Association of People with Disabilities
629 K Street NW Suite 508
Washington, D.C. 20006
http://www.aapd-dc.org/

American Automobile Association, Foundation for Traffic Safety
1440 New York Avenue NW
Suite 201
Washington, DC 20005
http://www.aaafoundation.org/

American Cancer Society
1599 Clifton Road
Atlanta, GA 30329
http://www.cancer.org/

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
http://www.counseling.org/

American Dental Association
211 East Chicago Avenue
Chicago, IL 60611
http://www.ada.org/

American Heart Association
National Center
7272 Greenville Avenue
Dallas, TX 75231
http://www.americanheart.org/

American Insurance Association, Engineering and Safety Service
85 John Street
New York, NY 10038
http://www.aiadc.org/

American Lung Association
61 Broadway, 6th Floor
New York, NY 10006
http://www.lungusa.org/

American Medical Association
515 North State Street
Chicago, IL 60610
http://www.ama-assn.org/

American Optometric Association
243 North Lindbergh Blvd.
St. Louis, MO 63141
http://www.aoa.org/

American Society for Nutritional Sciences
9650 Rockville Pike
Suite 4500
Bethesda, MD 20814
http://www.nutrition.org/

American Society of Safety Engineers
1800 E. Oakton Street
Des Plaines, IL 60018
http://www.asse.org/

Asthma and Allergy Foundation of America
1233 20th Street NW
Suite 402
Washington, DC 20036
http://www.aafa.org/

Centers for Disease Control and Prevention (CDC)
1600 Clifton Rd.
Atlanta, GA 30333
http://www.cdc.gov/

Council on Environmental Quality
722 Jackson Place NW
Washington, DC 20503
http://www.whitehouse.gov/ceq/

Education Research Information Center (ERIC)
1307 New York Ave. NW
Suite 300
Washington, D.C. 20005-4701
http://www.eric.ed.gov/

Food and Drug Administration
Office of Consumer Affairs
5600 Fishers Lane
Rockville, MD 20857-0001
http://www.fda.gov/
Food and Nutrition Information Center
Agricultural Research Service, USDA
National Agricultural Library, Room 105
10301 Baltimore Ave.
Beltville, MD 20705-2351
http://www.nal.usda.gov/fnic/

Juvenile Diabetes Research Foundation
International
The Diabetes Research Foundation
120 Wall Street
New York, NY 10005-4001
http://www.jdf.org/

March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605
http://www.marchofdimes.com/

Mothers Against Drunk Driving
511 East John Carpenter Freeway
Suite 700
Irving, TX 75062
http://www.madd.org/

National Arthritis and Musculoskeletal and Skin Diseases Information Clearinghouse
Information Specialist
1 AMS Circle
Bethesda, MD 20892-3675
http://www.niams.nih.gov/

National Cancer Institute, Office of Cancer Communications
Building 31, Room 10A24
9000 Rockville Pike
Bethesda, MD 20892
http://www.cancer.gov/

National Center for Health Statistics
Division of Data Services
Hyattsville, MD 20782
http://www.cdc.gov/nchs/

National Clearinghouse for Alcohol and Drug Information
11462 Rockville Pike, Suite 200
Rockville, MD 20852
http://www.health.org/nnic/

National Congress of Parents-Teachers Association Alcohol Education Program
330 North Wabash Ave., Suite 2100
Chicago, IL 60611-3690
http://www.pta.org/

National Council on Alcoholism and Drug Dependence
22 Cortlandt Street, Suite 801
New York, NY 10007-3128
http://www.ncadd.org/

National Dairy Council
10255 West Higgins Rd., Suite 900
Rosemont, IL 60018
http://www.nationaldairycouncil.org/NationalDairyCouncil/

National Fire Protection Association
1 Batterymarch Park
P.O. Box 9101
Quincy, MA 02269-9101
http://www.nfpa.org/

National Health Information Center
P.O. Box 1133
Washington, DC 20013-1133
http://www.health.gov/nhic/

National Institute of Allergy and Infectious Diseases
Building 31 Room 7A-50
31 Center Drive, MSC 2520
Bethesda, MD 20892-2520
http://www3.niaid.nih.gov/

National Institute of Mental Health
6001 Executive Blvd.
Room 8184, MSC 9663
Bethesda, MD 20892-9663
http://www.nimh.nih.gov/

National Safety Council
1121 Spring Lake Drive
Itasca, IL 60143-3201
http://www.nsc.org/

National Wildlife Federation
1110 15th Street NW
Washington, DC 20005
http://www.nwf.org/

Office on Smoking and Health
Centers for Disease Control and Prevention
Mailstop K50
4770 Buford Highway NE
Atlanta, GA 30341-3724
http://www.cdc.gov/tobacco/

Parents Magazine
685 Third Avenue
New York, NY 10017
http://www.parents.com/

Sierra Club
National Headquarters
85 Second Street, 2nd Floor
San Francisco, CA 94105
http://www.sierraclub.org/

Wheelchair Sports U.S.A.
3595 East Fountain Blvd., Suite L-1
Colorado Springs, CO 80910-1740
http://www.wsusa.org
# Grade Calculation Sheet (HHPH 382.001)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exam #1</th>
<th>Exam #2</th>
<th>Exam #3</th>
<th>Discussion Boards</th>
<th>Field Trip and Written Report</th>
<th>Poster Presentation</th>
<th>Power Point Presentation</th>
<th>Attendance and Participation</th>
<th>Total Points</th>
</tr>
</thead>
</table>

Number of absences and/or tardies. __________________

* A grade of “C” or above must be maintained in all courses within your major and for teacher certification. If you drop the class, and you are not passing the course, the grade assigned will be Dropped Failing.

* If you drop the class, and you are not passing the course, the grade assigned will be Dropped Failing.

## Tentative Final Point Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Average</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>810-900</td>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>720-809</td>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>630-719</td>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>540-629</td>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>539pts. and below</td>
<td>50% and below</td>
<td>F</td>
</tr>
</tbody>
</table>