**Department of Public Health Sciences**  
**Program Syllabus**

<table>
<thead>
<tr>
<th>Course name:</th>
<th>HEALTH EDUCATION FOR ELEMENTARY SCHOOL TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course no.:</td>
<td>HSCI 4101 ~ 001</td>
</tr>
<tr>
<td>Course CRN:</td>
<td>33698</td>
</tr>
<tr>
<td>Semester/year:</td>
<td>SUMMER I : 2019 [ June 10 -- July 8 ]</td>
</tr>
<tr>
<td>Undergraduate credit hrs:</td>
<td>1</td>
</tr>
<tr>
<td>Class location:</td>
<td>LIBERAL ARTS BUILDING ROOM # 101</td>
</tr>
<tr>
<td>Class meeting time:</td>
<td>MON - THURS: 11:40 AM – 1:50 PM</td>
</tr>
<tr>
<td>Class instructor:</td>
<td>ELVA VAZQUEZ, M.Ed</td>
</tr>
<tr>
<td>Office location:</td>
<td>H.SCI / SCHOOL OF NURSING # 416</td>
</tr>
<tr>
<td>Phone:</td>
<td>(915) 422-5420</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:EVAZQUEZ3@UTEP.EDU">EVAZQUEZ3@UTEP.EDU</a> { no “S” in last name }</td>
</tr>
<tr>
<td>Office hours:</td>
<td>MON – THURS : 10:30 – 11:20 AM or by Appointment</td>
</tr>
<tr>
<td>Preferred contact method:</td>
<td>Email or Text @ (915) 422-- 5420</td>
</tr>
</tbody>
</table>

**Course description:**
This course focuses on the identification and study of current health concerns, principles and practice of teaching health; selection and implementation of effective instructional strategies; investigation of the coordinated school health program; curriculum development; and evaluation of instruction and the school health program.

**Course pre-requisites:**  
JUNIOR STATUS & active UTEP email account

**Required textbooks:**
Teaching Today’s Health (10th Ed) by Anspaugh & Ezell // Publ: Allyn & Bacon

**Additional Resources:**
- UTEP TECHNOLOGY SUPPORT CENTER (TSC) 747-5940 {Blackboard Concerns}
- UTEP HEALTH SCIENCE LIBRARIAN: 747-6734 // Reference Room # 213
- TEXAS EDUCATION AGENCY: Texas Examinations of Educator Standards Program {TExES} Preparation Manual // Core Subjects EC-6 Exam # 291: SEE Region XIX site
- UTEP HELP DESK 747-5247 Off – Campus Email: HELPDESK@UTEP.EDU
- UTEP HELP DESK { On Campus } 4357 @ UTEP Library Room 300

**Course format:**
Lab/Lecture, Discussion, Team activities, In-class & group presentations & Semester Team Teach learning project. **ACTIVE EMAIL ACCOUNT; ACCESS TO GOOGLE DOCS/SLIDES**

**Major learning objectives (must be numbered):**
By the end of the semester the student will be expected to:
1. Define the terms health, wellness, health promotion and health education.
2. Identify the many problem areas that confront our young children in the U.S.
3. Identify why health education is necessary.
4. Discuss the significance of the youth risk behavior surveillance system (via CDC).
5. Describe the eight basic components of the coordinated school health program (CSHP).
6. Discuss the academic and personal qualifications of an effective health educator.
7. Describe how a teacher of health has an opportunity to be a significant and positive role model in student’s lives.
8. Explain the barriers that make health instruction more difficult to teach than other subjects in the curriculum.
9. Describe the legal liability associated with teaching (via SBEC & TEA websites).
10. Explain how the health educator can work with other members of the school staff to enhance the wellness of students.
11. Describe the scope and sequence of health education.
12. List the content areas of health education.
13. Identify the national health standards and state why they are important.
14. Discuss why outcome-based education and performance indicators are important to health education.
15. Develop detailed lesson plans to cover the topics discussed in class.
16. Produce behavioral objectives for each of the contents areas discussed in text.
17. Identify different strategies that enhance learning for different styles.
18. List the factors that affect teaching strategy selection.
19. Discuss the various styles of learning.
20. Discuss ways to use technology in the classroom (United Streaming, ADAM, and kidshealth.org, brainpop.org, Khan Academy)
21. Discuss steps necessary for developing a teacher made test.
22. Explain the difference between measurement and evaluation.
23. Define measurement, evaluation and testing.
24. Develop a list of community agencies and school field trip sites appropriate for elementary health.
25. Illustrate an understanding of each of the content areas introduced in the text and discussed in class.
26. List several learning activities associated with each of the content areas.
27. Prepare one bulletin board associated with one of the content areas.
28. Discuss teaching etiquette, parent teacher conferences and student teacher conferences.

**Assessment strategies: (must be numbered)**
1. Exam 1
2. Labs/Attendance/Reflection Writings
3. Instructional Objectives Written Assignment
4. Content Chapter Team Teach Learning Activity { team activity }
5. Formal Lesson Plan { team activity }
6. Instructional Bulletin Board Display { team activity }

<table>
<thead>
<tr>
<th>Program Competencies (Core competency area must be identified &amp; numbered according to that listed by the MPH program// TEA Certification Preparation Manual)</th>
<th>Learning objectives:</th>
<th>Assessment strategies</th>
</tr>
</thead>
</table>
| **Competency 003 (Health):** The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.  
  The beginning teacher:  
  1 A: Understands health related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the life span.  
  2 B: Demonstrates knowledge of major areas in health instruction, including body systems and development (e.g., structures and functions of various body systems, relationships among body systems, five senses); illness and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention); nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet); stress (e.g., effects of stress, stress-reduction techniques); and fitness (e.g., components of fitness, methods for improving fitness, posture).  
  3 C: Knows and understands stages of human growth and development, including physical an emotional changes that occur during adolescence.  
  4 D: Understands substance use and abuse, including types and characteristics of tobacco, alcohol, other drugs and herbal supplements.  
  5 E: Understands types of violence and abuse, including causes and effects of violence and abuse. | Health Standard I  
The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.  
Health Standard II  
The health teacher communicates concepts and purposes of health education.  
Health Standard III  
The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.  
Health Standard IV  
The health teacher evaluates the effects of school health instruction. | Refer to “Assessment Strategies” as listed in previous section. |
6 F: Selects and uses instructional strategies, materials and activities to teach principles and procedures related to safety, accident prevention and response to emergencies.

7 G: Applies critical-thinking, goal-setting, problem-solving and decision-making skills in health-related contexts (e.g., eating habits, drug use, and abstinence) and understands the use of refusal skills and conflict resolution to avoid unsafe situations (e.g., bullying, violence, abuse).

8 H: Knows and understands strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect, anxiety, grief).

9 I: Understands types and symptoms of eating disorders.

10 J: Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).

11 K: Understands health care responses to threats to safety, internal injury, early detection and warning signs of illness.

12 L: Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).

13 M: Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual (e.g., idealized body images, unhealthy weight-loss plans), family and community health.

14 N: Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.

15 O: Selects and uses instructional strategies, materials and activities to help students understand the roles of health care professionals, the benefits of health maintenance activities and the skills for becoming health-conscious consumers.

16 P: Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.

### Grading scale & criteria

1. Exam 1: Ch 1-5 75 points Individual Task
2. Labs/Attendance/Reflection Writings: 100 points Individual Task
3. Instructional Objectives Written Assignment: 100 points Individual Task
4. Content Chapter Team Teach Learning Activity: 60 points With Teammates
5. Formal Lesson Plan: 100 points With Teammates
6. Instructional Bulletin Board Display: 50 points With Teammates

**TOTAL POINTS POSSIBLE:** 485

**GRADING SCALE:**

- A = 437 – 485
- B = 388 – 436
- C = 340 – 387
- D = 291 – 339
- F = 290 or less

### Incomplete policy:

An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.
### Course/Instructor & Institutional Policies

**Attendance:**
It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform your teammates before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (3 or more classes). Inform your instructor of your absences on your Presentation date & Exam 1 date. Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All legal & emergency-related absences must be verified. PLEASE **DO NOT BRING CHILDREN/MINORS TO CLASS.**

Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by start of class time.

**Reading assignments:**
All assigned readings need to be completed **prior to coming to the next scheduled class** session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.

**Writing standards**
Effective health educators, public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. This program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.

**Policy for late assignments**
Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Please be very mindful of all due dates listed in syllabus, especially presentation and exam dates.

**Permission to record lectures & discussions**
Not permitted without express permission of the instructor

**Cell phone/electronic tablet/ use policies:**
Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s (day’s) class session.

**Field trip policies:**
N/A

**Class participation:**
Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities and labs.

**Special accommodations:**
If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

**MPH handbook:**

**Student conduct:**
Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386)
“It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

Examples of “cheating” include:
- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.
# Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Homework / In-Class / Lab &amp; Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS 1</strong></td>
<td>Chapter 1</td>
<td>Course Introduction; Review Syllabus &amp; Required Text</td>
</tr>
<tr>
<td><strong>CLASS 2</strong></td>
<td>Chapter 2</td>
<td>See “Detailed Daily Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td><strong>CLASS 3</strong></td>
<td>Chapter 3</td>
<td>See “Detailed Daily Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td><strong>CLASS 4</strong></td>
<td>Chapter 3 &amp; 4</td>
<td>See “Detailed Daily Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td><strong>CLASS 5</strong></td>
<td>Review all Score Sheets</td>
<td>See “Detailed Daily Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td><strong>CLASS 6</strong></td>
<td>Chapter 5</td>
<td>EXAM I: second half of class. Scranton Form F – 4391 &amp; # 2 pencil</td>
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<tr>
<td><strong>CLASS 7</strong></td>
<td>Chapters 6 – 26 Overview Content Chapters</td>
<td>TEAM WORK SESSION WITH INSTRUCTOR IN CLASS: Bring Textbook</td>
</tr>
<tr>
<td><strong>CLASS 8</strong></td>
<td>Chapter 21</td>
<td>TEAM 1: GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
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<tr>
<td><strong>CLASS 9</strong></td>
<td>Chapter 9</td>
<td>TEAM 2: GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td><strong>CLASS 10</strong></td>
<td>Chapter 13</td>
<td>TEAM 3: GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td><strong>CLASS 11</strong></td>
<td>Chapter 15</td>
<td>TEAM 4: GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td><strong>CLASS 12</strong></td>
<td>Chapter 17 and Chapter 8</td>
<td>TEAM 5 &amp; TEAM 6: GROUPS PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
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<tr>
<td><strong>CLASS 13</strong></td>
<td>Chapter 19</td>
<td>TEAM 7: GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
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<tr>
<td><strong>CLASS 14</strong></td>
<td>Chapter 11 or Chapter 6</td>
<td>TEAM 8: GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
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<tr>
<td><strong>CLASS 15</strong></td>
<td>Chapter 23 and Chapter 25</td>
<td>TEAM 9 &amp; TEAM 10: GROUPS PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
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<tr>
<td><strong>CLASS 16</strong></td>
<td><strong>FINAL EXAMS SCHEDULE</strong> – see following pages for particulars // VISIT “my.utep.edu” Academic Calendars for current semester complete Exam Schedule</td>
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*Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor. Bring this syllabus to every class session to make changes as necessary.
<table>
<thead>
<tr>
<th>Class #</th>
<th>DATE &amp; EXAM COMPETENCIES</th>
<th>CHAPTER</th>
<th>TOPIC</th>
<th>COMMENTS</th>
<th>DOCUMENT YOUR ATTENDANCE IN THIS SYLLABUS</th>
<th>LAB/IN-CLASS ASSIGNMENTS &amp; EXTENDED ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>JUNE 10: MON</td>
<td>CH 1: INTRO, DISCUSS SYLLABUS, BRAINSTORM YOUTH HEALTH PROBLEMS</td>
<td>WEB SITES, FORM PRESENTATION GROUPS FOR “TEAM TEACH”</td>
<td>READ CHAPTERS 1 – 3 FOR NEXT CLASS MEETING; PRINT ALL ITEMS SENT VIA UTEP WEBMAIL</td>
<td>PURCHASE OR RENT TEXTBOOK ASAP</td>
<td>NATIONAL HEALTH STANDARDS &amp; CREATE WELCOME PARENT LETTER</td>
</tr>
<tr>
<td></td>
<td>CERTIFICATION EXAM INFO</td>
<td>“THE NEED FOR HE. EDUCATION”</td>
<td>DEFINE HEALTH, WELLNESS, PROMOTION AND HEALTH EDUCATION</td>
<td>SBEC, TEA, CDC, HP2020, KIDS HEALTH, YRBSS.</td>
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</tr>
<tr>
<td>2</td>
<td>JUNE 11: TUES</td>
<td>CH 2 AND FINALIZE TEAM SELECTION NEXT WEEK</td>
<td>“THE ROLE OF THE HEALTH EDUCATOR &amp; BARRIERS TO HEALTH EDUCATION, INTRO TO NATIONAL &amp; STATE STANDARDS</td>
<td>DEMO CD W/ BULLETIN BOARDS; VIEW TED INTERN SITES, TEA, SBEC HSTE, HOSA, BRAINPOP, KHAN ACADEMY &amp; OTHER SITES</td>
<td>EC–8 TEKS &amp; STUDENT LEARNING STYLES</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>CH 3. “PLANNING FOR HEALTH INSTRUCTION”</td>
<td>SET DATES FOR PRESENTATION</td>
<td>PLANNING: OVERVIEW OF LESSON PLAN ELEMENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>JUNE 12: WED Recap lessons # 1 &amp; 2</td>
<td>CH 3 &quot;THE LESSON CYCLE&quot;: Planning for Health Instruction</td>
<td>TEAM INDEX CARDS &amp; PH. #, PLANNING; SET DATES FOR PRESENTATION</td>
<td>BEHAVIOR OBJECTIVES &amp; DEMO H.M. W/ SKILL SHEET &amp; “SELF”</td>
<td>INSTRUCTOR LED: DEMO HM # 1 &amp; 2 Heimlich Maneuver</td>
<td>CLASSROOM MANAGEMENT: DAILY ROUTINES &amp; PROCEDURES</td>
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<td>4</td>
<td>JUNE 13: TH</td>
<td>CH 3. “THE LESSON”</td>
<td>OBJECTIVES &amp; ACTIVITIES, EXAM I REVIEW DOC. (SENT)</td>
<td>INSTRUCTOR LED: DEMO</td>
<td>CLASSROOM MANAGEMENT:</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Competency: A,B,L,M,N,O,P</td>
<td>Cycle</td>
<td>Method &amp; Activities</td>
<td>Learning Styles</td>
<td>HM # 3 &amp; 4</td>
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<tr>
<td>6 June 17: Mon</td>
<td>T 4, 5</td>
<td>CH 2 SMMRY</td>
<td>CH 4</td>
<td>Methods and Activities</td>
<td>Teacher Etiquette, Current Event Topics in Elem Health,</td>
<td>Class</td>
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<tr>
<td>6 June 18: TUES</td>
<td>T 1</td>
<td>CH 1 SMMRY</td>
<td>CH 5</td>
<td>Measurement and Evaluation Strategies</td>
<td>Coordinated School Health Program, Construct and Evaluated Teacher Made Tests, Product Based Assessment</td>
<td>Class</td>
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<tr>
<td>6 June 18: TUES</td>
<td>2nd Half of Class</td>
<td>CH 6 SMMRY</td>
<td>Exam I</td>
<td>測 75 Test Items (Multiple choice format)</td>
<td>Exam I (90 MINUTES)</td>
<td>Class</td>
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<tr>
<td>7 June 19: WED</td>
<td>GROUP</td>
<td>Work Session: Attendance Required</td>
<td>BRING DRAFT OF</td>
<td></td>
<td>WORK IN PROGRESS</td>
<td>Class</td>
</tr>
<tr>
<td>Date</td>
<td>Issue</td>
<td>Team Teach Activity</td>
<td>Attendance Note</td>
<td>Team Ideas</td>
<td></td>
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<tr>
<td>8 JUNE 20: THURS</td>
<td>ISSUE &amp; DISCUSS EXAM I SCORES</td>
<td>TEAM TEACH {#1}</td>
<td>ATTENDANCE FOR THIS LESSON IS ABSOLUTELY CRUCIAL !</td>
<td>VIEW BULLETIN BOARDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 JUNE 25: TUES</td>
<td>COMPETENCY:</td>
<td>TEAM TEACH # 3 SUBSTANCE USE &amp; ABUSE</td>
<td>KEEP TRACK OF YOUR ATTENDANCE &amp;</td>
<td>MULTIPLE INTELLIGENCES &amp; CLASSROOM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attendance = Participation POINTS 10**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| **JUNE 26: WED** | **COMPETENCY:** A,B,C,D,E,F,G,H,I,J,K,M  
**TEAM TEACH**  
**# 4**  
**INFECTION & NON-INFECTION CONDITIONS**  
**“DISEASES” ON INDEX CARD**  
**KEEP TRACK OF YOUR ATTENDANCE & PARTICIPATION (10 PTS) FOR EVERY LESSON PRESENTED**  
**CONTINUE: KAGAN MULTIPLE / EMOTIONAL INTELLIGENCE STRUCTURES** |
| **JUNE 27: THURS** | **DOUBLE LESSON TODAY!**  
**COMPETENCY:** A,B,C,D,E,F,G,H,I,J,K,M  
**TEAM TEACH**  
**# 5**  
**NUTRITION**  
**DOUBLE PARTICIPATION POINT TODAY; TWO LESSONS WILL BE PRESENTED; PLAN ON PARTICIPATING AS A PEER ASSESSORS & ELEM. STUDENT**  
**KAGAN SKILLS FOR:**  
**MEMORY SYSTEMS AND MEMORY AND MNEMONICS** |
| **JUNE 27: THURS** | **COMPETENCY:** A,B,C,D,E,F,G,H,I,J,K,M  
**TEAM # 6**  
**BODY SYSTEMS**  
**TEAM # 7 PRESENTS**  
**INJURIES: ACCIDENTS & Character** |
| **JULY 01: MON** | **COMPETENCY:**  
**TEAM # 7**  
**TEAM # 7 PRESENTS**  
**BRAIN BASED LEARNING & CHARACTER** |
| TEAM # 7 | VIOLENCE PREVENTION  
(First Aid & Safety) | DISCUSS HW OBJECTIVES: SCORE SHEETS AND EXPECTATIONS FIELD ALL | EXPLAIN GRADING FORMAT; BRING PDF SAMPLE QUESTIONS | EDUCATION |
| --- | --- | --- | --- | --- |
| JULY 02: TUES | TEAM TEACH  
[ # 8 ] | OBJECTIVES DUE TODAY. INCLUDE THE 2 SCORE SHEETS PREVIOUSLY ISSUED | FOLLOW SCORE SHEET FORMAT—NO LATE WORK | First Two Teams: Submit Corrected Lesson Plan. |
| JULY 02: TUES | TEAM TEACH  
[ # 1 ] | SEXUALITY & FAMILY LIFE HEALTH EDUCATION & CONSUMER HEALTH ED. | MENTAL HEALTH & STRESS REDUCTION | Kagan: Mind Mapping & Graphic Organizers |
| JULY 03: WED | TEAM TEACH  
[ # 9 ] | ENVIRO-MENTAL HEALTH EDUCATION | AGING, DYING & DEATH EDUC. | Study if No Team Absences |
| JULY 03: WED | TEAM TEACH  
[ # 10 ] | | | Kagan: Mind Mapping & Graphic Organizers |
| FINAL EXAM DATE: MONDAY: JULY 8 | PEER REVIEW | FOR ALL TEAM GRADES | ATTENDANCE IS MANDATORY | RETURN OBJECTIVES & DISCUSS FINAL GRADES | MINI LAB: “THINK TRIX & THINKING QUESTIONS” |
| 14 | ***NO LATE WORK: TYPED (SIZE 12 FONT) TRIPLE SPACED | | | Kagan: Mind Mapping & Graphic Organizers |
FINAL EXAM LOCATION: TBA:________________ CRN: 33698

DATE: MON: JULY 8, 2019 TIME: TBA:________________

- GRADES WILL NOT BE ISSUED VIA TELEPHONE OR E-MAIL. PLEASE DO NOT CALL ME FOR YOUR GRADES. VISIT UTEP CALENDARS FOR AVAILABILITY OF GRADES ON-LINE.
- BRING A PHOTO ID, # 2 PENCILS & SCANTRON FOR EXAM I

I Look Forward To A Wonderful Semester With You. Go Miners!

Elva Vazquez  CELL # 422-5420

{ Please Communicate Via Text before Calling }  Thank You.

- STUDENT NOTES & EXCHANGE OF PHONE NUMBERS:

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