# Course Information

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

<table>
<thead>
<tr>
<th>Course name:</th>
<th>HEALTH EDUCATION FOR ELEMENTARY SCHOOL TEACHERS LABORATORY</th>
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</thead>
<tbody>
<tr>
<td>Course no.:</td>
<td>HSCI 4101 ~ 001 MONDAY:</td>
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<tr>
<td>Course CRN:</td>
<td>24917 100 % ON-LINE DELIVERY -- VIRTUAL ATTENDANCE REQUIRED</td>
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<tr>
<td>Semester/year</td>
<td>SPRING MONDAY : 2021 [ JAN 19 -- MAY 10 ]</td>
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<tr>
<td>Undergraduate credit hrs:</td>
<td>1</td>
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**Class meeting time:** MONDAY: 6:00 – 8:50 PM  
**Class meeting location:** VIRTUAL CLASS MEETINGS  
**Class instructor:** ELVA VAZQUEZ, M.Ed  
**Office location:** VIRTUAL OFFICE via BLACKBOARD  
**Phone:** (915) 422-5420  
**Email:** EVAZQUEZ3@UTEP.EDU  
**Office hours:** MONDAY & THURSDAY : 4:45 – 5:45 PM or by Appointment  
**Preferred contact method:** Email or via Cell Phone @ (915) 422--5420

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

**Additional Resources:**  
- UTEP TECHNOLOGY SUPPORT CENTER 747-5940 { Blackboard Concerns 8 AM – 5 PM }  
- UTEP HEALTH SCIENCE LIBRARIAN: 747-6734 // UTEP BOOKSTORE 747-5594  
- TEXAS EDUCATION AGENCY: Texas Examinations of Educator Standards Program (TEEs) 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 ~ 24 / 7 BLACKBAORD HELP 7474357

**Technology Requirements**  
- Access to UTEP’s Blackboard Learning Management System (LMS)  
- Regular access to a computer with stable and consistent internet connection  
- Google Chrome or Mozilla Firefox Browser  
- Computer must have access to microphone and a webcam  
- Download or update: Microsoft Office, Adobe, Flashplayer, Windows Media Player, Quick Time and Java

**Course format:** Mini Labs/Lecture, Discussion, Breakout Sessions, Team activities, In-class & Group Presentations & Semester Team Teach learning Project, Discussion Board posts and other Individual Tasks

**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 Multiple choice format – Content Health Chapters -- open book
2. Mini Labs/Attendance/Reflection Writings / Discussion Board Posts
3. Instructional Objectives Written Assignment: { Individual assignment }
4. Content Chapter Team Teach Learning Activity { Group activity }
5. Formal Lesson Frame: { Group activity }
6. Instructional Bulletin Board Display { Group activity }

Grading scale & criteria
1. Exam Multiple choice format – Content Health Chapters 100 points
2. Labs/Attendance/Reflection Writings, Discussion Posts Individual Task 140 points
3. Instructional Objectives Written Assignment: Individual Task 100 points
4. Content Chapter Team Teach Activity & Presentation: 150 points With Teammates
5. Formal Lesson Frame: 110 points With Teammates
6. Instructional Bulletin Board Digital Display: ( with Team) 100 points

• TOTAL POINTS POSSIBLE: 700

GRADING SCALE: A = 630 -- 700
B = 560 -- 629
C = 490 -- 559
D = 420 -- 489
F = 419 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.

<table>
<thead>
<tr>
<th>Course/Instructor &amp; Institutional Policies</th>
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<tbody>
<tr>
<td><strong>Attendance:</strong></td>
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<td><strong>Reading assignments:</strong></td>
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<td><strong>Writing Standards:</strong></td>
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<td><strong>Policy for late assignments</strong></td>
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<td><strong>Permission to record lectures &amp; discussions</strong></td>
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<td><strong>Netiquette:</strong></td>
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<td><strong>Class participation:</strong></td>
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| **Special accommodations:** | The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, Services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Aced (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable Accommodations will be
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>
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<tbody>
<tr>
<td></td>
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<td><strong>SEE &quot;DETAILED DAILY ACTIVITIES/CALENDAR&quot; ON SUBSEQUENT PAGES</strong></td>
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### CLASS 1

<table>
<thead>
<tr>
<th>MONDAY JAN 19</th>
<th>Chapter 1: The Need for Health Education -- Intro Self &amp; DB Ch 1</th>
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<tbody>
<tr>
<td></td>
<td>Note: this lecture shall be presented at the next class session. Plan on a lengthy presentation on week #2</td>
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<td></td>
<td>Course Introduction; Review Syllabus &amp; Required Text &amp; Discussion Board Overview</td>
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<td><em>See Week #2 for this week’s Discussion Board Prompt</em></td>
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### CLASS 2

<table>
<thead>
<tr>
<th>Chapter 2: The Role of The Teacher in Coordinated School Health Programs -- Discussion Board Ch 2</th>
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<tbody>
<tr>
<td>See “Detailed Daily Activities” On Following Pages &amp; Homework &amp; Discussion Board posts due dates</td>
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</table>

### CLASS 3

<table>
<thead>
<tr>
<th>Chapter 3: Planning for Instruction -- Discussion Board Ch 3</th>
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</thead>
<tbody>
<tr>
<td>See “Detailed Daily Activities” On Following Pages &amp; Homework &amp; Discussion Board posts due dates</td>
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</tbody>
</table>

### CLASS 4

<table>
<thead>
<tr>
<th>Chapter 3 &amp; 4: Strategies for Implementing Health Instruction -- Discussion Board Ch 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>See “Detailed Daily Activities” On Following Pages &amp; Homework &amp; Discussion Board posts due dates</td>
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</table>

### CLASS 5

<table>
<thead>
<tr>
<th>Issue Team Teach Assignments – One objective per chapter presentation.</th>
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<tbody>
<tr>
<td>Discuss Team Teach PPT &amp; Lesson Frame Assignments.</td>
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</table>

### ISSUE MULTIPLE CHOICE EXAM: DUE Class/Week #11

### CLASS 6

<table>
<thead>
<tr>
<th>Chapter 5: Measurement and Evaluation of Health Education—Discussion Board Chapter 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit Team Teach Assignments (Lesson Frame &amp; PPT) and Discuss Heimlich Maneuver Lesson Frame &amp; Bulletin Board</td>
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</table>

### CLASS 7

<table>
<thead>
<tr>
<th>Demonstrate &amp; Discuss Sample Lesson Frame (Digestive System) and its PPT</th>
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<tbody>
<tr>
<td>Correlate demonstration items to score sheets / Q &amp; A session</td>
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</tbody>
</table>

### CLASS 8

<table>
<thead>
<tr>
<th>Team Teach Planning Session 1 of 2 sessions—Instructor Facilitates &amp; visits all teams</th>
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<tbody>
<tr>
<td>TEAM WORK SESSION WITH INSTRUCTOR IN CLASS—Breakout Sessions Teams work on Lesson Frame &amp; PPT presentation—attendance required the entire class meeting</td>
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</tbody>
</table>

### CLASS 9

<table>
<thead>
<tr>
<th>Team Teach Planning Session 2 of 2 sessions—Instructor Facilitates &amp; visits all teams</th>
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</thead>
<tbody>
<tr>
<td>TEAM WORK SESSION WITH INSTRUCTOR IN CLASS—Breakout Sessions Teams complete Lesson Frame &amp; PPT presentation—attendance required the entire class meeting</td>
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### CLASS 10

<table>
<thead>
<tr>
<th>Personal Health &amp; Fitness Chapter</th>
</tr>
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<tbody>
<tr>
<td><strong>TEAM 1: GROUP PRESENT:</strong> others peer assess &amp; reflection writing // discussion board posts &amp; core subjects ec-6 exam # 291 review sample questions// Complete select end of</td>
</tr>
<tr>
<td>CLASS 11</td>
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<td>CLASS 12</td>
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<td>CLASS 13</td>
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<td>CLASS 14</td>
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<td>CLASS 15</td>
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**Week # 16 Final Exam Week**

| FINAL EXAMS SCHEDULE – see following pages for particulars// PLEASE OBSERVE DUE DATES | VISIT “my.utep.edu” Academic Calendars for current semester complete Exam Schedule |

*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. View your e-mail and Blackboard frequently for any updates and announcements and grade center due dates.

A [Help Forum](#) has been added to the Blackboard Institution Page. Feel free to post general inquiries about the course and view it often for instructor replies.
### Detailed Class Activities & Other Assignments:

**SPR MON ~ 2021: CRN 24917**

<table>
<thead>
<tr>
<th>Class #</th>
<th>DATE</th>
<th>CHAPTER</th>
<th>TOPIC</th>
<th>COMMENTS</th>
<th>HOMEWORK &amp; DISCUSSION BOARD POSTS</th>
<th>LAB/IN-CLASS ASSIGNMENTS &amp; EXTENDED ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>JAN 18</td>
<td>CH 1:</td>
<td>Web sites, form tentative presentation groups for “team teach”</td>
<td>Read chapters 1 - 3 for next class meeting. Print all items sent via blackboard</td>
<td>Post your “Introduce yourself” DB &amp; Ch. 1 Discussion Board Entries # 7 Pg. 16</td>
<td>See all assignment due dates on Blackboard grade central</td>
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<td></td>
<td></td>
<td>The Need for Health Education &amp; Review Syllabus, Brainstorm Youth Health Problems</td>
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<td>Create Welcome Parent Letter</td>
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<td></td>
<td></td>
<td>CB 2: The Role of The Teacher</td>
<td>Define Health, Wellness, Promotion &amp; Health Education</td>
<td>SBEC, CDC, TEA HP2020, KIDS HEALTH YRBSS</td>
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<tr>
<td></td>
<td></td>
<td>Identify Student Groups</td>
<td>CH 3: “Planning For Health Instruction”</td>
<td>Review 4 components of instructional objectives</td>
<td>Planning: Overview Of Lesson Plan Elements</td>
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<tr>
<td>2</td>
<td>JAN 25</td>
<td>CH 3:</td>
<td>Visit TEA, SBEC HSTE, Rubistar, BrainPop, Khan Academy, Science Fair &amp; Other Sites</td>
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<td></td>
<td>EC- 8 TEKS &amp; STUDENT LEARNING STYLES National Health Standards &amp;</td>
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<tr>
<td></td>
<td></td>
<td>The Lesson Cycle*: Planning For Health</td>
<td>Ch 3 “The Lesson Cycle*: Planning For Health</td>
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<tr>
<td>3</td>
<td>FEB 1</td>
<td>HM # 1 &amp; 2 Heimlich</td>
<td>Behavior Objectives &amp; Explain</td>
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<td>CLASSROOM MANAGEMENT: DAILY ROUTINES &amp;</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Instruction</td>
<td>Maneuver</td>
<td>Procedures</td>
<td>Notes</td>
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<tr>
<td>4 FEB 8</td>
<td>CH 3. “The Lesson Cycle” – continued</td>
<td>Finalize Team Members</td>
<td>Maneuver</td>
<td>PROCEDURES</td>
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<td>Set Dates For Presentation</td>
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<tr>
<td>5 FEB 15</td>
<td>CH 4 Strategies for Implementing Health Instruction</td>
<td></td>
<td>Objectives &amp; Activities, HM # 3 &amp; 4</td>
<td>CLASSROOM MANAGEMENT: CLASS MEETINGS</td>
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<td>Learning Styles Inventory, Outcomes &amp; Modifications</td>
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<tr>
<td>6 FEB 22</td>
<td>Discuss &amp; Demonstrate:</td>
<td>CH. 5 Measurement and Evaluation for Health Education</td>
<td>Issue Team Topics and Objective for Lesson Frame and PPT</td>
<td>Classroom Management: Class Building</td>
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<tr>
<td>7 MAR 1</td>
<td>Share &amp; Demonstrate:</td>
<td></td>
<td>Revisit Team Requirements for Presentations: PPT and Lesson Frame</td>
<td>COOPERATIVE LEARNING STRATEGIES &amp; MANAGEMENT</td>
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<tr>
<td></td>
<td>Digestive System</td>
<td></td>
<td>Final Verification of All Team Members for Group Activities.</td>
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<tr>
<td>Note</td>
<td>Exam</td>
<td></td>
<td>ATTENDANCE REQUIRED</td>
<td></td>
<td>“THINK-PAIR-SHARE STRATEGIES”</td>
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<tr>
<td>MAR 8</td>
<td>MAR 22</td>
<td>MAR 29</td>
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<tr>
<td>Team Work Session with Instructor in Class. Break Out Sessions and Whole Class Format</td>
<td>Must Remain in Class All Period &amp; all Members are to Contribute Equally for This Lesson Is Absolutely Crucial!</td>
<td>Continue Team Work Planning Session # 2 Of 2 Must Remain in Class All Period &amp; all Members are to Contribute Equally</td>
<td>Complete TEAM MANAGEMENT: COOPERATIVE CLASSROOM SKILLS FOR MEMORY SYSTEMS AND MNEMONICS</td>
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<td>MAR 22</td>
<td>MAR 29</td>
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<td>Complete TEAM MANAGEMENT: COOPERATIVE CLASSROOM SKILLS FOR MEMORY SYSTEMS AND MNEMONICS</td>
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**Key:***
- **TEAM BUILDING & COOPERATIVE LEARNING STRUCTURES**
- **CLASSROOM MANAGEMENT:**
  - **MEMORY SYSTEMS & MNEMONICS**
  - **3 STRENGTHS + 2 AREAS OF IMPROVEMENT**

**Notes:**
- All Team Members save work on individual thumb-drive.
- Complete your Chapter Lesson Frame & PPT with Your Team.
- Review 4 components of objective.
- Manuals: Discussion Board, Instructor PPTs, Class Objective Sheet, Individually and by Team.
- Class Objective Sheet: Instructor PPTs, Class Objective Sheet, Individually and by Team.
- Review: Teacher's Day in the Classroom for Memory Systems and Mnemonics.
- Complete: Your Team's Classroom Management Skills for Memory Systems and Mnemonics.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
<th>Related Learning Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR 12</td>
<td>TEAM TEACH # 4 &amp; # 5</td>
<td>(review 4 components of objective)</td>
<td>Body Systems and Nutrition Education</td>
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<td>Class discussion on Instructor PPTs</td>
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<td>Others: Peer Eval. Today's Teams-- Post entries: Discussion Board</td>
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<td><strong>BRAIN BASED LEARNING &amp; CHARACTER EDUCATION</strong></td>
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<tr>
<td>APR 19</td>
<td>Detailed Discussion on Upcoming Objectives Individual Homework 100 Points</td>
<td>Clarifications Document, HW “Help” Items &amp; Outcomes – View Ideal Samples Follow Objectives Score Sheets Format—No Late Work – Please Plan Accordingly</td>
<td><strong>KAGAN: MIND MAPPING &amp; GRAPHIC ORGANIZERS</strong></td>
</tr>
<tr>
<td>APR 26</td>
<td>Revisit Bulletin Board Score sheet -- In Class Q / A session</td>
<td>Prepare a Digital Bulletin Board which aligns to your Team PPT and Lesson Frame. This is an Individual Task.</td>
<td><strong>KAGAN: MIND MAPPING &amp; GRAPHIC ORGANIZERS</strong></td>
</tr>
<tr>
<td>MAY 3</td>
<td>TEAM TEACH # 6 &amp; # 7</td>
<td>Accidents, Injuries and Violence Prevention Chapter – Team # 6 Class discussion on Instructor PPTs And T # 7: Environmental Health OR Consumer Health Education Class discussion on Instructor PPTs</td>
<td><strong>DIFFERENTIATED INSTRUCTION &amp; R.T.I. (RESPONSE TO INTERVENTION) STRATEGIES</strong></td>
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<td>Others: Peer Eval. Today's Teams-- Post entries: Discussion Board</td>
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<td><strong>KAGAN: MIND MAPPING &amp; GRAPHIC ORGANIZERS</strong></td>
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<td><strong>FINAL EXAM DATE:</strong></td>
<td><strong>VIEW AND DISCUSS TEACHER HEALTH CERTIFICATION TEST FOR EC – 12</strong></td>
<td><strong>Note:</strong> Bulletin Board is a Team Task and Instructional Objectives are an Individual Assignment</td>
<td><strong>Attendance Is Mandatory</strong></td>
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<td>MONDAY: May 10, 2021</td>
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**Grades will not be issued via telephone or e-mail.** **Please do not call instructor for final semester grade. Visit UTEP calendars for availability of grades on-line.**

**FINAL EXAM LOCATION:** ONLINE- VIRTUAL CLASS  **CRN:** 24917

**DATE:** MON: MAY 10, 2021  **TIME:** 7:00 – 9:45 PM

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

**Please Communicate Via Text before Calling - So I can rule out spam calls**

Thank You.  Elva Vazquez  **CELL #:** 422-5420

**TEAM MATES ~ PHONE NUMBERS:**

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