



**Department of Public Health Sciences  
Program Syllabus**

<b>Course name:</b>	HEALTH EDUCATION FOR ELEMENTARY SCHOOL TEACHERS LABORATORY
<b>Course no.:</b>	HSCI 4101 ~ 003 <b>THURSDAY:</b>
<b>Course CRN:</b>	25175 100 % ON-LINE DELIVERY -- VIRTUAL ATTENDANCE REQUIRED
<b>Semester/year</b>	<b>SPRING THURSDAY : 2021 [ JAN 21 -- MAY 13 ]</b>
<b>Undergraduate credit hrs:</b>	1
<b>Class location:</b>	VIRTUAL CLASS MEETINGS
<b>Class meeting time:</b>	THURSDAY: 6:00 – 8:50 PM
<b>Class instructor:</b>	ELVA VAZQUEZ, M.Ed
<b>Office location:</b>	VIRTUAL OFFICE via BLACKBOARD
<b>Phone:</b>	(915) 422-5420
<b>Email:</b>	<a href="mailto:EVAZQUEZ3@UTEP.EDU">EVAZQUEZ3@UTEP.EDU</a> { no "S" in last name }
<b>Office hours:</b>	MONDAY & THURSDAY : 4:45 – 5:45 PM or by Appointment
<b>Preferred contact method:</b>	Email or via Cell Phone @ (915) 422-- 5420
<b>Course description:</b>	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.
<b>Course pre-requisites:</b>	JUNIOR STATUS & active UTEP email account & access to Blackboard
<b>Required textbooks:</b>	<u>Teaching Today's Health</u> ( 10 <sup>th</sup> Ed ) by Anspaugh & Ezell // Publ: Allyn & Bacon
<b>Additional Resources:</b>	<ul style="list-style-type: none"> <li>• UTEP TECHNOLOGY SUPPORT CENTER 747-5940 { Blackboard Concerns 8 AM – 5 PM }</li> <li>• UTEP HEALTH SCIENCE LIBRARIAN: 747-6734 // UTEP BOOKSTORE 747-5594</li> <li>• TEXAS EDUCATION AGENCY: Texas Examinations of Educator Standards Program {TExES} Preparation Manual // Core Subjects EC-6 <b>Exam # 291 : SEE Region XIX site</b></li> <li>• UTEP HELP DESK 747-5247 Off – Campus Email: <a href="mailto:HELPDESK@UTEP.EDU">HELPDESK@UTEP.EDU</a></li> <li>• UTEP HELP DESK { On Campus } 4357 -- 24 / 7 BLACKBAORD HELP 7474357</li> </ul>
<b>Technology Requirements</b>	<ul style="list-style-type: none"> <li>• Access to UTEP's Blackboard Learning Management System ( LMS )</li> <li>• Regular access to a computer with stable and consistent internet connection</li> <li>• Google Chrome or Mozilla Firefox Browser</li> <li>• Computer must have access to microphone and a webcam</li> <li>• Download or update: Microsoft Office, Adobe, Flashplayer, Windows Media Player, Quick Time and Java</li> </ul>
<b>Course format:</b>	Mini Labs/Lecture, Discussion, Breakout Sessions, Team activities, In-class & Group Presentations & Semester Team Teach learning Project, Discussion Board posts and other Individual Tasks
<b>Major learning objectives (must be numbered):</b>	<p>By the end of the semester the student will be expected to:</p> <ol style="list-style-type: none"> <li>1. Define the terms health, wellness, health promotion and health education.</li> <li>2. Identify the many problem areas that confront our young children in the U.S.</li> <li>3. Identify why health education is necessary.</li> <li>4. Discuss the significance of the youth risk behavior surveillance system (via CDC).</li> <li>5. Describe the eight basic components of the coordinated school health program (CSHP).</li> <li>6. Discuss the academic and personal qualifications of an effective health educator.</li> <li>7. Describe how a teacher of health has an opportunity to be a significant and positive role model in student's lives.</li> <li>8. Explain the barriers that make health instruction more difficult to teach than other subjects in the curriculum.</li> </ol>

	<ol style="list-style-type: none"> <li>9. Describe the legal liability associated with teaching (via SBEC &amp; TEA websites).</li> <li>10. Explain how the health educator can work with other members of the school staff to enhance the wellness of students.</li> <li>11. Describe the scope and sequence of health education.</li> <li>12. List the content areas of health education.</li> <li>13. Identify the national health standards and state why they are important.</li> <li>14. Discuss why outcome-based education and performance indicators are important to health education.</li> <li>15. Develop detailed lesson plans to cover the topics discussed in class.</li> <li>16. Produce behavioral objectives for each of the contents areas discussed in text.</li> <li>17. Identify different strategies that enhance learning for different styles.</li> <li>18. List the factors that affect teaching strategy selection.</li> <li>19. Discuss the various styles of learning.</li> <li>20. Discuss ways to use technology in the classroom (United Streaming, ADAM, and kidshealth.org, brainpop.org, Khan Academy)</li> <li>21. Discuss steps necessary for developing a teacher made test.</li> <li>22. Explain the difference between measurement and evaluation.</li> <li>23. Define measurement, evaluation and testing.</li> <li>24. Develop a list of community agencies and school field trip sites appropriate for elementary health.</li> <li>25. Illustrate an understanding of each of the content areas introduced in the text and discussed in class.</li> <li>26. List several learning activities associated with each of the content areas.</li> <li>27. Prepare one bulletin board associated with one of the content areas.</li> <li>28. Discuss teaching etiquette, parent teacher conferences and student teacher conferences.</li> </ol>
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<b>Assessment strategies: (must be numbered)</b>	<ol style="list-style-type: none"> <li>1. Exam Multiple choice format – Content Health Chapters -- open book</li> <li>2. Mini Labs/Attendance/Reflection Writings / Discussion Board Posts</li> <li>3. Instructional Objectives Written Assignment { Individual assignment }</li> <li>4. Content Chapter Team Teach Learning Activity { Group activity }</li> <li>5. Formal Lesson Frame { Group activity }</li> <li>6. Instructional Bulletin Board Display { Group activity }</li> </ol>
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<b>Grading scale &amp; criteria</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Exam Multiple choice format – Content Health Chapters</td> <td style="width: 15%; text-align: right;">100 points</td> <td style="width: 15%;"></td> </tr> <tr> <td>2. Labs/Attendance/Reflection Writings, Discussion Posts</td> <td style="text-align: right;">140 points</td> <td></td> </tr> <tr> <td>Individual Task</td> <td></td> <td></td> </tr> <tr> <td>3. Instructional Objectives Written Assignment:</td> <td style="text-align: right;">100 points</td> <td></td> </tr> <tr> <td>Individual Task</td> <td></td> <td></td> </tr> <tr style="background-color: #e2efda;"> <td>4. Content Chapter Team Teach Activity &amp; Presentation:</td> <td style="text-align: right;">150 points</td> <td style="text-align: right;">With</td> </tr> <tr style="background-color: #e2efda;"> <td>Teammates</td> <td></td> <td></td> </tr> <tr style="background-color: #fff9c4;"> <td>5. Formal Lesson Frame:</td> <td style="text-align: right;">110 points</td> <td style="text-align: right;">With</td> </tr> <tr style="background-color: #fff9c4;"> <td>Teammates</td> <td></td> <td></td> </tr> <tr style="background-color: #ffe0b2;"> <td>6. Instructional Bulletin Board Digital Display: ( with Team)</td> <td style="text-align: right;">100 points</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;"> <ul style="list-style-type: none"> <li>• <b>TOTAL POINTS POSSIBLE: 700</b></li> </ul> </td> </tr> <tr> <td colspan="3">GRADING SCALE:</td> </tr> <tr> <td style="padding-left: 40px;">A = 630 -- 700</td> <td></td> <td></td> </tr> <tr> <td style="padding-left: 40px;">B = 560 -- 629</td> <td></td> <td></td> </tr> <tr> <td style="padding-left: 40px;">C = 490 -- 559</td> <td></td> <td></td> </tr> <tr> <td style="padding-left: 40px;">D = 420 -- 489</td> <td></td> <td></td> </tr> <tr> <td style="padding-left: 40px;">F = 419 or less</td> <td></td> <td></td> </tr> </table>	1. Exam Multiple choice format – Content Health Chapters	100 points		2. Labs/Attendance/Reflection Writings, Discussion Posts	140 points		Individual Task			3. Instructional Objectives Written Assignment:	100 points		Individual Task			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		<ul style="list-style-type: none"> <li>• <b>TOTAL POINTS POSSIBLE: 700</b></li> </ul>			GRADING SCALE:			A = 630 -- 700			B = 560 -- 629			C = 490 -- 559			D = 420 -- 489			F = 419 or less		
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**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

**Course/Instructor & Institutional Policies**

<b>Attendance:</b>	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 planned 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). <u>Inform your instructor of your absence on your Presentation date only.</u> Compliance to due dates, in class presentations, discussion board posts homework, exams and other activities is mandatory. All legal & emergency-related absences must be verified. Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. It is expected that you be logged in and ready by start of class time.	
<b>Reading assignments:</b>	<ul style="list-style-type: none"> <li>All assigned readings need to be completed <b>prior to coming to the next scheduled class</b> session. Read all assigned chapters prior to said class session and prepare to engage in discussion with classmates.</li> </ul>	
<b>Writing Standards:</b>	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.	
<b>Policy for late assignments</b>	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.	
<b>Permission to record lectures &amp; discussions</b>	Not permitted without express permission of the instructor. Clear instructions shall be provided when recordings will be allowed.	
<b>Netiquette:</b>	<ul style="list-style-type: none"> <li>Always consider audience. Remember that members of the class and the instructor will be reading postings.</li> <li>Respect and courtesy must always be provided to classmates and to instructor . No harassment or inappropriate postings will be tolerated.</li> <li>When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.</li> </ul> <p>Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted o in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have ethical obligation to first request the permission of the writer(s).</p>	
<b>Class participation:</b>	<ul style="list-style-type: none"> <li>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, discussion board posts and labs. <u>Students will have their cameras “ON” during all lectures</u></li> </ul>	
<b>Special accommodations:</b>	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 Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable Accommodations will be	

	<p>made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center For Accommodations and Support Services (CASS ), reached at 747-5148. Their e-mail and web links are: <a href="mailto:cass@utep.edu">cass@utep.edu</a> and <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a></p>
<p><b>Assessment Strategies:</b></p>	<ol style="list-style-type: none"> <li>1. One EXAM: 100 points: Multiple Choice format covering Health Content Chapters. Answer document &amp; detailed instructions to be posted on Blackboard.</li> <li>2. Labs/Attendance/Reflection Writing &amp; Discussion Board Posts : Attendance will be documented at all class sessions in addition to discussion board entries and active class participation. Punctuality is expected in Virtual Classroom . Repeated tardiness is rude both to the instructor and to your classmates. Students will be required to submit well written reflections (critiques) on your peer’s presentations as well as self-evaluation following your own presentation. Labs shall cover best practices and teaching strategies in education.</li> <li>3. Instructional Objectives Written Assignment: Students will be required to draft instructional objectives (with all four components) on all teaching chapters in this course and align them to the National Health Standards. Detailed instructions and score documents shall be provided to you well before this assignment’s due date.</li> <li>4. Content Team Teach Learning Activity: In collaboration with your team, it will be required that you present a well-planned, sequential lesson Power Point aimed towards EC – 6th grade students. This lesson will align with current TEKS and follow recommended scope and sequence for elementary health education. A grade level appropriate video clip and book reading shall be included in this activity. Detailed instructions and score documents shall be posted on Blackboard well before this assignment’s due date.</li> <li>5. Formal Lesson Frame Team Assignment: A comprehensive and professionally written lesson frame which incorporates lesson cycle steps ( to be presented in class ) is to be presented on the same day as your team’s “Team Teach” PPT activity. This lesson frame will align with current TEKS and follow recommended scope and sequence for elementary health education. Detailed instructions and score documents shall be posted on Blackboard well before this assignment’s due date &amp; discussed in class.</li> <li>6. Instructional Bulletin Board Team Display: As a follow-up to the Team Teach PPT Activity, a well-constructed &amp; grade level appropriate digital bulletin board shall be shared with the class. This display board shall align with the lesson presented, address at least 2 instructional domains ( cognitive, affective, or kinesthetic) and shall be utilized as a teaching tool during presentation. This board MAY NOT be downloaded from any public domain sites. Detailed instructions and score documents shall be posted on Blackboard well before this assignment’s due date &amp; discussed in class.</li> </ol>
<p><b>Student conduct:</b></p>	<p>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.</p> <p>From the UTEP Dean of Student Affairs (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>)</p>

“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\***

Dates	Topics	Homework /In-Class/Lab & Reading Assignments ----SEE "DETAILED DAILY ACTIVITIES/CALENDAR" ON SUBSEQUENT PAGES
CLASS 1	Chapter 1 : <u>The Need for Health Education</u> -- Intro Self & DB Ch 1  <i>Note: this lecture shall be revisited at the next class session ---- Plan on a lengthy presentation on week # 2</i>	Course Introduction; Review Syllabus & Required Text & Discussion Board Overview  <i>See Week # 2 for this Chapter's Discussion Board Prompt</i>
CLASS 2	Chapter 2: <u>The Role of The Teacher in Coordinated School Health Programs</u> -- Discussion Board Ch 2	<i>See "Detailed Daily Activities" On Following Pages &amp; Homework &amp; Discussion Board posts due dates</i>
CLASS 3	Chapter 3: <u>Planning for Instruction</u> -- Discussion Board Ch 3	<i>See "Detailed Daily Activities" On Following Pages &amp; Homework &amp; Discussion Board posts due dates</i>
CLASS 4	Chapter 3 & 4: <u>Strategies for Implementing Health Instruction</u> -- Discussion Board Ch 4	<i>See "Detailed Daily Activities" On Following Pages &amp; Homework &amp; Discussion Board posts due dates</i>
CLASS 5	Issue Team Teach Assignments – One objective per chapter presentation.	Discuss Team Teach PPT & Lesson Frame Assignments.  🚦 <b>ISSUE MULTIPLE CHOICE EXAM: DUE Class/Week # 11</b>
CLASS 6	Chapter 5: <u>Measurement and Evaluation of Health Education</u> — Discussion Board Chapter 5	Revisit Team Teach Assignments ( Lesson Frame & PPT )  <b>and</b> Discuss Heimlich Maneuver Lesson Frame & Bulletin Board
CLASS 7	Demonstrate & Discuss Sample Lesson Frame ( Digestive System ) and its PPT	Correlate demonstration items to score sheets / Q & A session
CLASS 8	Team Teach Planning Session 1 of 2 sessions—Instructor Facilitates & visits all teams	TEAM WORK SESSION WITH INSTRUCTOR IN CLASS- Breakout Sessions Teams work on Lesson Frame & PPT presentation—attendance required the entire class meeting
CLASS 9	Team Teach Planning Session 2 of 2 sessions—Instructor Facilitates & visits all teams	TEAM WORK SESSION WITH INSTRUCTOR IN CLASS- Breakout Sessions Teams complete Lesson Frame & PPT presentation—attendance required the entire class meeting
CLASS 10	Personal Health & Fitness Chapter	<b>TEAM 1: GROUP PRESENT:</b> others peer assess & reflection writing // <b>discussion board posts</b> & core subjects ec-6 exam # 291 review sample questions// Complete select end of

		chapter discussion review questions
CLASS 11	Infectious and Non-Infections Disorders Chapter and Substance Use/Abuse Chapter Presentations	<b>TEAM 2 &amp; TEAM # 3:</b> GROUPS PRESENT: others peer assess & reflection writing // <b>discussion board posts</b> & core subjects ec-6 exam # 291 review sample questions// Complete select end of chapter discussion review questions
CLASS 12	Body Systems and Nutrition Chapters Presentations	<b>TEAM # 4 &amp; TEAM # 5:</b> GROUPS PRESENT: others peer assess & reflection writing // <b>discussion board posts</b> & core subjects ec-6 exam # 291 review sample questions// Complete select end of chapter discussion review questions
CLASS 13	Discuss Objectives HW expectations, clarifications & Score Sheets—See Samples <b>Review HW Help &amp; Outcomes</b>	Discuss Digital Bulletin Board Assignment – Detailed Q/A session on both these assignments ( Obj & BB ) . <b>Upload</b>
CLASS 14	Accidents, Injuries and Violence Prevention Chapter and Environmental Health //Consumer Health Presentations	<b>TEAM # 6 &amp; TEAM # 7:</b> GROUPS PRESENT: others peer assess & reflection writing // <b>discussion board posts</b> & core subjects ec-6 exam # 291 review sample questions// Complete select end of chapter discussion review questions
CLASS 15	Review & Assign: Objectives HW and Digital Bulletin Board Assignments—View Bulletin Board and Objectives Samples.	Q/A on these two individual tasks. Revisit last Discussion Board – Self-evaluation and instructor feedback & check for understanding.
<b>Week # 16 Final Exam Week</b>	FINAL EXAMS SCHEDULE -- see following pages for particulars// <b>PLEASE OBSERVE DUE DATES</b>	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 25175**

Class #	DATE	CHAPTER	TOPIC	COMMENTS	HOMEWORK & DISCUSSION BOARD POSTS	LAB/IN-CLASS ASSIGNMENTS & EXTENDED ACTIVITY
1	<b>JAN 21</b>  This Lesson To Be Revisited During Class/Week # 2	CH 1: <u>The Need for Health Education</u> & Review Syllabus, Brainstorm Youth Health Problems	Web sites, form tentative presentation groups for "team teach"	Read chapters 1 – 3 for next class meeting.  Print all items sent via blackboard	Post your "Introduce yourself" DB & <b>Ch. 1</b> Discussion Board Entries  <b># 7 Pg. 16</b>	See all assignment due dates on Blackboard grade central
			Define Health, Wellness, Promotion & Health Education	<a href="#">SBEC</a> , <a href="#">CDC</a> , <a href="#">TEA</a>  <a href="#">HP2020</a> , <a href="#">KIDS HEALTH</a> , <a href="#">YRBSS</a> .		Create Welcome Parent Letter
2	<b>JAN 28</b>	CH 2: <u>The Role of The Teacher</u>  Identify Student Groups	Discuss Barriers To Health Education, Intro To National & State Standards	Visit TEA, SBEC HSTE, Rubistar, BrainPop, Khan Academy, Science Fair & Other Sites	<b>Chapter 2</b> Discussion Board Entries  <b># 2 Pg. 25</b>	EC– 8 TEKS & STUDENT LEARNING STYLES  National Health Standards &
		Ch 3. <u>"Planning For Health Instruction"</u>	Review 4 components of instructional objectives	Planning: Overview Of Lesson Plan Elements		
3	<b>FEB 4</b>	Ch 3 <u>"The Lesson Cycle": Planning For Health Instruction</u>  <b>Finalize Team</b>	<b>HM # 1 &amp; 2</b> <b>Heimlich</b> <b>Maneuver</b>	Behavior Objectives  & Explain H.M. W/ Skill Sheet & "Self"	<b>Chapter 3</b> Discussion Board Entries  <b># 5 Pg. 48</b>	CLASSROOM MANAGEMENT: DAILY ROUTINES & PROCEDURES



		<b>Members</b>	Set Dates For Presentation			
4	<b>FEB 11</b>	CH 3. <u>"The Lesson Cycle"</u> – continued	Objectives & Activities, <b>HM # 3 &amp; 4</b>			CLASSROOM MANAGEMENT: CLASS MEETINGS
		CH 4 <u>Strategies for Implementing Health Instruction</u>	Teacher Etiquette, Current Event Topics In Elem Health,	Learning Styles Inventory, Outcomes & Modifications	<b>Chapter 4</b> Discussion Board Entries <b># 6 Pg. 73</b>	CLASSROOM MANAGEMENT: CLASS BUILDING
5	<b>FEB 18</b>	Ch. 5 <u>Measurement and Evaluation for Health Education</u>	<b>HM # 5 &amp; 6</b> Issue Team Topics and Objective for Lesson Frame and PPT	Q/A Teamwork, "Loose Ends",  <b>Post Exam:</b> <b>Open book</b>	<b>Chapter 5</b> Discussion Board Entries <b># 5 Pg. 89</b>	COOPERATIVE LEARNING STRATEGIES & MANAGEMENT
6	<b>FEB 25</b>	Discuss & Demonstrate: <b>Heimlich Maneuver</b> Lesson Frame, PPT and Bulletin Board particulars	Revisit Team Requirements for Presentations: PPT and Lesson Frame	Final Verification of All Team Members for Group Activities.	Submit inquiries to the Help Forum Discussion Board	COMPARE & CONTRAST ACCOMMODATIONS & MODIFICATIONS
7	<b>MAR 4</b>	Share & Demonstrate: <b>Digestive System</b> Lesson Frame, PPT and Bulletin Board and {Detailed Lesson Plan} particulars	Send via blackboard as "Item" —use these as a guide for your work	<b>ATTENDANCE REQUIRED</b>	Revisit Score Sheets & post questions on Help Forum	"THINK-PAIR-SHARE STRATEGIES
	<b>Note:</b>	<b>Exam</b>	<b>Responses</b>	<b>Due:</b> 	<b>APRIL 8</b>	<b>NO LATE WORK</b>

8	<b>MAR 11</b>	<p>Team Work Session with Instructor in Class.</p> <p>Break Out Sessions and Whole Class Format</p>	<p>Work Planning <b>Session # 1 Of 2</b></p> <p>Must Remain In Class All Period &amp; all Members are to <u>Contribute Equally</u></p>	<p>Attendance for This Lesson Is Absolutely Crucial !</p> <p>Continue work individually during weekend</p>	<p>Work with Team mates On Your Chapter Lesson Frame &amp; PPT</p>	<p>CONTINUE KAGAN STRATEGIES: TEAM BUILDING &amp; COOPERATIVE LEARNING STRUCTURES</p>
9	<b>MAR 25</b>	<p>Continue Team Work Session with Instructor in Class.</p> <p>Break Out Sessions and Whole Class Format</p>	<p>Work Planning <b>Session # 2 Of 2</b></p> <p>Must Remain in Class All Period &amp; all Members are to <u>Contribute Equally</u></p>	<p>All Team Members save work on individual thumb-drive</p>	<p><b>Complete</b> Your Chapter Lesson Frame &amp; PPT</p> <p>With Your Team</p>	<p>CLASSROOM MANAGEMENT: COOPERATIVE ROLES &amp; STUDENT JOBS</p>
10	<b>APR 1</b>	<p>TEAM TEACH <b># 1</b></p> <p>{review 4 components of objective}</p>	<p>Personal Health &amp; Fitness</p> <p>Class discussion on Instructor PPTs</p>	<p>TEAM PRESENT LESSON FRAME AND POWER POINT { EQUAL SPEAKING TIMES FOR ALL MEMBERS }</p>	<p>Others: Peer Assess Team Teachers, Post entries on Discussion Board this team</p>	<p>MULTIPLE INTELLIGENCES &amp; CLASSROOM SIGNALS</p> <p>{ 3 STRENGTHS + 2 AREAS OF IMPROVEMENT }</p>
11	<b>APR 8</b>	<p>TEAM TEACH <b># 2 &amp; # 3</b></p> <p>{review 4 components of objective}</p>	<p>Revisit Score Sheets as needed. <u>Discuss Individ. Bulletin board criteria</u></p> <p><b>AND</b></p> <p>Infectious and Non-Infectious Conditions &amp; Substance Use &amp; Abuse</p>	<p>Class discussion on Instructor PPTs</p>	<p>Others: Peer Eval. Today's Teams-- Post entries: Discussion Board</p>	<p>KAGAN SKILLS FOR:</p> <p>MEMORY SYSTEMS AND MEMORY AND MNEMONICS</p>

12	<b>APR 15</b>	TEAM TEACH <b># 4 &amp; # 5</b>  {review 4 components of objective}	Body Systems and Nutrition Education	Class discussion on Instructor PPTs	Others: Peer Eval. Today's Teams-- Post entries: Discussion Board	BRAIN BASED LEARNING & CHARACTER EDUCATION
13	<b>APR 22</b>	Detailed Discussion on Upcoming Objectives Individual Homework { 100 Points )	Clarifications Document, HW "Help" Items & Outcomes – View Ideal Samples	Follow Objectives Score Sheets Format—No Late Work — Please Plan Accordingly	Instructor will field all Objectives questions in class— active participation is critical	KAGAN: MIND MAPPING & GRAPHIC ORGANIZERS
14	<b>APR 29</b>	Revisit Bulletin Board Score sheet -- In Class Q / A session	<u>Prepare a Digital Bulletin Board which aligns to your Team PPT</u>	<u>and Lesson Frame. This is an Individual Task</u>	Start Objectives & Bulletin Board drafts	KAGAN: MIND MAPPING & GRAPHIC ORGANIZERS
14	<b>-CONTINUED: APR 29</b>	Class Time for TEAM Bulletin Board Creation	1 – Center Panel  2 – Left Panel	3 – Right Panel  4. How Used in Lesson	4 slide PPT – due on Final Exam Day	MINI LAB: "THINK TRIX & THINKING QUESTIONS
15	<b>MAY 6</b>	TEAM TEACH <b># 6 &amp; # 7</b>  {review 4 components of objective}	Accidents, Injuries and Violence Prevention Chapter – Team # 6  Class discussion on Instructor PPTs	And T # 7: Environmental Health <b>OR</b> Consumer Health Education  Class discussion on Instructor PPTs	Others: Peer Eval. Today's Teams-- Post entries: Discussion Board	DIFFERENTIATED INSTRUCTION & R.T.I. (RESPONSE TO INTERVENTION) STRATEGIES

<b>FINAL EXAM DATE:</b> <b>THURSDAY:</b> <b>May 13, 2021</b>	VIEW AND DISCUSS TEACHER HEALTH CERTIFICATION TEST FOR EC – 12	<b>Note:</b> Bulletin Board is a Team Task and Instructional Objectives are an Individual Assignment	Attendance is Mandatory	<u>Complete &amp; Submit Final draft of Objectives HW &amp; Digital Bulletin Board – 100 points each</u>	Submit Self Eval + Instructor Feedback document – 10 points
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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 : <b>25175</b>
DATE: <b>THURS: MAY 13, 2021</b>	<b>TIME:</b> 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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