## Course name:
**HEALTH EDUCATION FOR ELEMENTARY SCHOOL TEACHERS - LABORATORY**

### Course no.:
HSCI 4101-002

### Course CRN:
14978

### Semester/year
FALL 2022  
AUGUST 25 – DECEMBER 8, 2022  
THURSDAY  (IN PERSON)

### Undergraduate credit hrs:
1

### Class location:
COLLEGEOF HEALTH SCIENCES BLDG ~ ROOM 211

### Class meeting time:
**THURSDAY:** 6:00 – 8:50 PM

### Class instructor:
ELVA VAZQUEZ, M.Ed

### Office location:
H.SCI / SCHOOL OF NURSING # 416

### Phone:
(915) 422-5420

### Email:
EVAZQUEZ3@UTEP.EDU  
{ no “S” in last name }

### Office hours:
THURS: 5:05 – 5:55 PM & by appointment

### Preferred contact method:
Course Messages within Blackboard and TEXT @ (915) 422—5420

### Course description:
- The Health Education for Elementary School Teachers Laboratory (0-3) 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. Prerequisites: Junior status and departmental approval. Restricted to majors of Education (EC-6) and Health Promotion.

### Course pre-requisites:
JUNIOR STATUS

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

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

### Additional Resources:
- UTEP Blackboard Central {Blackboard Concerns} 747-5940
- UTEP Bookstore 747 – 5594 // UTEP HEALTH SCIENCE LIBRARIAN: 747-6734
- TEXAS EDUCATION AGENCY; Texas Examinations of Educator Standards Program {TExES} Preparation Manual // Core Subjects EC-6 Exam # 291
- UTEP HELP DESK 747-4357 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 projects.

### 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 and identify and analyze factors that foster or hinder the learning process
2. Identify the many problem areas that confront our young children in the U.S. as well as the need to adhere/comply to ethical principles/laws and regulations when delivering health education
3. Identify why health education is necessary & identify valid secondary sources of data related to health education
4. Discuss the significance of the youth risk behavior surveillance system (via CDC) and identify current
health education needs and resources.

5. Describe the eight basic components of the coordinated school health program (CSHP), explain the evolution of the profession as well as present and future implications for the practice of health education.

6. Discuss the academic and personal qualifications of an effective health educator, explain the benefits of professional organization membership, and state the need for advocating for the profession.

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 and be able to describe methods to tailor strategies/interventions for priority populations (GT, ELL, Special Needs).

9. Describe the legal liabilities associated with teaching (via SBEC & TEA websites) and identify policies (state, local & district) related to health education/promotion.

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 to include factors which foster or hinder implementation in the elementary school setting.

12. List the content areas of health education and determine the extent of available health education programs and/or interventions.

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.

15A. Develop detailed lesson plans to cover the topics discussed in class to include the identification of valid resources to aid in the delivery of these lessons.

15B. Organize these lesson plans into a logical sequence and ensure that a timeline for delivery of instruction is well established for each content area.

16. Develop behavioral objectives for each of the content areas discussed in text (specific, measurable, attainable, realistic, time sensitive and grade level appropriate).

17. Identify different strategies that enhance learning for different styles and apply established theories/models to guide the delivery teaching plan; ensure that legal standards are observed when selecting these strategies.

18. List the factors that affect teaching strategy selection and select/design these strategies using grade level appropriate evidence-based practices.

19. Discuss the various styles of learning and identify suitable delivery methods and settings to facilitate the learning process.

20. Discuss ways to use technology in the classroom (United Streaming, ADAM, and kidshealth.org, brainpop.org, Khan Academy) and identify and critique emerging technologies in health education.

21. Discuss steps necessary for developing a teacher made test and the advantages/disadvantages of most common types of tests.

22. Explain the difference between measurement and evaluation.

23. Define measurement (formative & summative), evaluation and testing.

24. Develop a list of community agencies and school field trip sites appropriate for elementary health, identifying valid information sources to promote these sites.

25. Illustrate an understanding of each of the content areas presented in the text and discussed in class.

26. List several learning activities associated with each of the content areas.

27. Prepare a teaching bulletin board associated with one of the content areas.

28. When presenting (implementing) your health education module, ensure the following components are built into your lesson:

   Creation of an environment conducive to learning; materials are developed and resources secured for lesson

   Use of a variety of strategies which comply with legal standards.
Monitoring of progress as per timeline and delivery of health lesson as originally designed
The delivery of lesson/module complies with ethical principles as per state, local and district
requirements
29. During implementation of lesson/module, be able to (a) assess attainment of desired objectives,
(b) modify lesson as needed, (c) ensure consistency of delivery and (d) demonstrate compliance with
all legal standards of health education practices.
30. Explain the role of credentialing as a health educator, discuss teaching etiquette, parent teacher
conferences/student teacher conferences and state the need for adhering to ethical principles of the
profession.

Assessment strategies:
(Must be numbered)

1. **One EXAM**: 75 multiple choice questions covering Textbook Chapters 1 – 5. Answer document to
be purchased from UTEP bookstore. NO make-up exams if exam is missed.

2. **Labs**: Attendance/Reflection Writings / Discussion Board Posts/ Peer Critiques & Self Evaluation
Entries. Daily attendance will be calculated towards final lab points. Students are required
to submit well written reflections (critiques) on peer’s presentations as well as self-
evaluation following your team’s presentation. Labs shall cover best practices and teaching
strategies in education.

   Being repeatedly late is rude both to the instructor and to your classmates.
Punctuality is expected; arriving late or leaving early will result in a 5-point deduction from
daily points.

3. **Instructional Objectives Written Assignment**: You 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.

4. **Content Team Teach Learning Activity**: In collaboration with your team, it will be required that you
present a well-planned, sequential lesson aimed towards EC – 6th grade students. This
lesson will align with current TEKS and follow recommended scope and sequence for
elementary health education. Evidence of collaboration and teamwork will be evaluated.
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.

5. **Lesson Power Point**: A comprehensive and professionally prepared power point which incorporates
lesson cycle steps (these shall be sequential) will be presented on the same day as your
team’s “Team Teach” activity. This PowerPoint 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.

6. **Instructional Bulletin Board Display**: On the date of the Team Teach Activity, a well-constructed
and grade level appropriate bulletin board shall be presented in conjunction with the team
Teach / PPT presentation. 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 commercially prepared. Detailed
instructions and score documents shall be provided to you well before this assignment’s due date.
<table>
<thead>
<tr>
<th>Grading scale &amp; criteria</th>
<th>1. Exam 1: Ch 1-5</th>
<th>75 points</th>
<th>Individual Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Labs/Attendance/Reflection Writings:</td>
<td>150 points</td>
<td>Individual Task</td>
</tr>
<tr>
<td></td>
<td>3. Instructional Objectives Written Assignment:</td>
<td>100 points</td>
<td>Individual Task</td>
</tr>
<tr>
<td></td>
<td>4. Content Chapter Team Teach Learning Activity:</td>
<td>200 points</td>
<td>Group Project</td>
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<td></td>
<td>5. Formal Power Point:</td>
<td>150 points</td>
<td>Group Project</td>
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<tr>
<td></td>
<td>6. Instructional Bulletin Board Display:</td>
<td>100 points</td>
<td>Group Project</td>
</tr>
<tr>
<td>TOTAL POINTS POSSIBLE:</td>
<td>775</td>
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<tr>
<td>GRADING SCALE:</td>
<td>A = 698 -- 775</td>
<td>B = 620--697</td>
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<td>C = 543—619</td>
<td>D = 465—542</td>
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<td>F = 464 or less</td>
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</table>

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 absence 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. 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 6:00 PM.

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 on the date / time posted Blackboard “grade center”. 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 class session.

Field trip policies: N/A
**Netiquette:**

- Always consider audience. Remember that members of the class and the instructor will be reading postings.
- Respect and courtesy must always be provided to classmates and to instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.

*Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted 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).*

**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 Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable Accommodations will be 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: cass@utep.edu and www.sa.utep.edu/cass

**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.

Reporting positive COVID status procedures:

If you test positive for COVID, please send a note to covidaction@utep.edu and let them know, so that they can provide support and information and for assistance from Student Affairs office.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Homework /In-Class/Lab &amp; Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TENTATIVE COURSE SCHEDULE*</td>
<td><strong>SEE “DETAILED WEEKLY ACTIVITIES” ON FOLLOWING PAGES</strong></td>
</tr>
<tr>
<td>WEEK 1</td>
<td>Chapter 1 + Discussion Board question(s)</td>
<td>Course Introduction; Review Syllabus &amp; Required Text</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Chapter 2 + Discussion Board question(s)</td>
<td>See “Detailed Weekly Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Chapter 3 + Discussion Board question(s)</td>
<td>See “Detailed Weekly Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>Chapter 3 / 4 + Discussion Board question(s)</td>
<td>See “Detailed Weekly Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Review all Score Sheets &amp; Issue Team Planning draft document</td>
<td>See “Detailed Weekly Activities” On Following Pages &amp; Reflection</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Chapter 5 + Discussion Board question(s)</td>
<td><strong>EXAM I:</strong> Second half of class. Scranton Form F – 4391 &amp; # 2 pencils</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Chapters 6 – 26 Overview Content Chapters</td>
<td>TEAM WORK SESSION WITH INSTRUCTOR IN CLASS: Bring Textbook == “Team Planning” assignment worth 20 points—Attendance Mandatory</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Chapter 21 + Discussion Board question(s)</td>
<td><strong>TEAM 1:</strong> GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>Chapter 9 – see detailed syllabus – DISCUSS TEAM 1 project</td>
<td>REVIEW/ GROUP PRESENTATION duties; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS— Review Exam 1 &amp; revisit Team 1 project</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Chapter 13 -- see detailed syllabus</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>WEEK 11</td>
<td>Chapter 15 + Discussion Board question(s)</td>
<td><strong>TEAM 4:</strong> GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td>WEEK 12</td>
<td>Chapter 17 and Chapter 11 + Discussion Board question(s)</td>
<td><strong>TEAM 5 &amp; TEAM 6:</strong> GROUPS PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td>WEEK 13</td>
<td>Chapter 19 + Discussion Board question(s)</td>
<td><strong>TEAM 7:</strong> GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td>WEEK 14</td>
<td>Chapter 11 or Chapter 6 + Discussion Board question(s)</td>
<td><strong>TEAM 8:</strong> GROUP PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS</td>
</tr>
<tr>
<td>WEEK 15</td>
<td>Chapter 23 and Chapter 25 + Discussion Board question(s)</td>
<td><strong>TEAM 9 / 10:</strong> GROUPS PRESENT; OTHERS PEER ASSESS &amp; REFLECTION WRITING &amp; CORE SUBJECTS EC-6 EXAM # 291 REVIEW SAMPLE QUESTIONS [ TEAM 3 ] **</td>
</tr>
<tr>
<td>WEEK 16</td>
<td>FINAL EXAMS WEEK -- see following pages for particulars//</td>
<td>VISIT “my.utep.edu” Academic Calendars for current semester complete Exam Schedule</td>
</tr>
</tbody>
</table>
**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.

### DETAILED WEEKLY ACTIVITIES & OTHER ASSIGNMENTS:

<table>
<thead>
<tr>
<th>WK #</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>AUG 25</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; ACCESS ALL “FYI” ITEMS POSTED-ON BLACKBOARD</td>
<td>Post your DB Ch. 1 Discussion Board Entries</td>
<td>See all assignment due dates on Blackboard grade central</td>
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<td></td>
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<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, CHES HP2020, KIDS HEALTH, YRBSS</td>
<td>NATIONAL HEALTH STANDARDS &amp; CREATE Welcome Parent Letter</td>
</tr>
<tr>
<td>2</td>
<td>SEPT 1</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, BRAINPOP, &amp; OTHER SITES</td>
<td>Chapter 2 Discussion Board Entries</td>
<td>EC– 8 TEKS &amp; STUDENT LEARNING STYLES GALLERY WALK</td>
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<tr>
<td>3</td>
<td>SEPT 8</td>
<td>PLANNING: OVERVIEW OF LESSON PPT ELEMENTS</td>
<td>CH 3 &quot;THE LESSON CYCLE&quot;; CH 3. “PLANNING FOR HEALTH INSTRUCTION”</td>
<td>TEAM INDEX CARDS &amp; PH. #, PLANNING; ASSIGN TEAM LEADER A &amp; B Confirm DATES FOR PRESENTATION</td>
<td>BEHAVIOR OBJECTIVES &amp; DEMO H.M. W/ SKILL SHEET &amp; “SELF”– INSTRUCTOR LED: DEMO HM # 1 &amp; 2 Heimlich Maneuver</td>
<td>Chapter 3 Discussion Board DQ # 5 Pg. 48 book</td>
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<tr>
<td>Date</td>
<td>Description</td>
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| SEPT 15 | **RECAP WK # 3**  
EXAM I REVIEW  
DOC. (SENT electronically)  
CH 3. "THE LESSON CYCLE"  
OBJECTIVES & ACTIVITIES,  
INSTRUCTOR LED: DEMO  
HM # 3 & 4  
Chapter 4  
Discussion Board Entries  
DQ # 6 Pg. 73  
CLASSROOM MANAGEMENT:  
CLASS MEETINGS |
| SEPT 22 | **SEPT 22**  
Demo HM PPT & Lesson Frame and Body Systems PPT & Lesson Frame  
CH 4 METHODS AND ACTIVITIES  
TEACHER ETIQUETTE, CURRENT EVENT TOPICS IN ELEM HEALTH,  
LEARNING STYLES INVENTORY, OUTCOMES & MODIFICATIONS  
Q/A TEAMWORK, "LOOSE ENDS", DISCUSS TEAM PLANNING REQUIREMENTS  
Chapter 5  
Discussion Board Entries  
DQ # 5 Pg. 89  
CLASSROOM MANAGEMENT:  
CLASS BUILDING |
| SEPT 29 | **SEPT 29**  
1ST HALF OF CLASS  
ISSUE LESSON DRAFT DOCUMENTS FOR TEAM PLANNING SESSION  
Revisit Body Systems lesson frame  
CH. 5 MEASUREMENT AND EVALUATION STRATEGIES  
COORDINATED SCHOOL HEALTH PROGRAM, CONSTRUCT AND EVALUATED TEACHER MADE TESTS, PRODUCT BASED ASSESSMENT  
DEMO KAGAN SMART CARDS & "Wheels" for Modifications  
No Discussion Board posts until we start Team Teach Presentations  
COMPARE & CONTRAST ACCOMMODATIONS & MODIFICATIONS |
| SEPT 29 | **SEPT 29**  
2ND HALF OF CLASS  
NO MAKE UP IF ABSENT: PLAN ACCORDINGLY  
EXAM I  
75 TEST ITEMS Multiple choice format  
90 MINUTES ANSWER DOCUMENT PROVIDED PHOTO ID  
BRING A BLUE OR BLACK PEN FOR EXAM  
FINAL VERIFICATION OF ALL TEAM MEMBERS FOR GROUP ACTIVITIES.
<table>
<thead>
<tr>
<th>7</th>
<th>OCTOBER 6</th>
<th>GROUP</th>
<th>WORK SESSION: Must Remain In Class All Period &amp; all Members are to Contribute Equally</th>
<th>Work with Team mates On Your Chapter Lesson PPT &amp; Assign Teaching Roles</th>
<th>Continue PPT work individually after clear distribution of tasks amongst all team members</th>
<th>Submit Replies To “TEAM PLANNING” REFLECTION QUESTIONS 1 – 10 On BLACKBOARD BY DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>OCTOBER 13</td>
<td>TEAM TEACH #1</td>
<td>PERSONAL HEALTH &amp; FITNES PPT &amp; Team Teach Activity</td>
<td>ATTENDANCE = PARTICIPATION POINTS 10</td>
<td>BRING ALL YOUR TEAM TEACH IDEAS and WORK IN PROGRESS</td>
<td></td>
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<tr>
<td>9</td>
<td>OCTOBER 20 –</td>
<td>TEAM TEACH #2 SEE WEEK # 10</td>
<td>INFECTIOUS &amp; NON-INFECTIONOUS CONDITIONS Demo Wheels, Accom. &amp; 504</td>
<td>View &amp; grade sample Bulletin Boards</td>
<td>Discussion Board Critique for this team required by all.</td>
<td>Continue Kagan Strategies: TEAM BUILDING &amp; COOPERATIVE LEARNING STRUCTURES</td>
</tr>
</tbody>
</table>

### October 6
- **Attendance Required**
- **Preparation for Your Team Teach Activities & Plan on a Formal Discussion About Your...**
- **Issue “Project Based Learning” Contract & Individual Roles**
- **Lesson “Objective”, Vocabulary Definitions, Student Centers & Main Health Content, Assessment With Instructor**
- **Discuss Planned “Whole Group Activity” To Be Incorporated into Lesson PPT & Team Teach Activity...**
- **As Well As Possible Book & Video Selections**
- **Attendance = Participation Points 10**
- **Bring All Your Team Teach Ideas and Work in Progress**
- **Develop Peer Assess Document (Student & Fellow Teacher) and “Think-Pair-Share Strategies”**

### October 13
- **Attendance Absolutely Crucial!**
- **Team Teach #1**
- **Personal Health & Fitness PPT & Team Teach Activity**
- **If Not Teaching, You Will Serve As a Peer Assessor or As a “Student”**
- **Discussion Board Critique for this team required by all.**
- **Continue Kagan Strategies: Team Building & Cooperative Learning Structures**

### October 20 –
- **Issue & Discuss Exam Scores**
- **Revisit Team #1 Project & All Score Sheets**
- **Team Teach #2 See Week #10**
- **Wrap Up HM Demo**
- **View & grade sample Bulletin Boards**
- **Discussion Board Critique for this team required**
- **Classroom Management: Cooperative Roles & Student Jobs**
- **View B. boards**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Team</th>
<th>Topic</th>
<th>Attendance &amp; Participation</th>
<th>Discussion Board Critique</th>
<th>Kagan Skills for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>OCTOBER 27 – THUR</td>
<td>Team # 1 – Correct &amp; Resubmit PPT</td>
<td>TEAM TEACH # 2</td>
<td>INFECTIOUS &amp; NON-INFECTION CONDITIONS</td>
<td>KEEP TRACK OF YOUR ATTENDANCE &amp; PARTICIPATION (10 PTS) FOR EVERY LESSON PRESENTED</td>
<td>MULTIPLE INTELLIGENCES &amp; CLASSROOM SIGNALS</td>
</tr>
<tr>
<td>11</td>
<td>NOVEMBER 3</td>
<td>TEAM TEACH # 4</td>
<td>BODY SYSTEMS</td>
<td>KEEP TRACK OF YOUR ATTENDANCE &amp; PARTICIPATION (10 PTS) FOR EVERY LESSON PRESENTED</td>
<td>Discussion Board Critique for this team required</td>
<td>CONTINUE: KAGAN MULTIPLE / EMOTIONAL INTELLIGENCE STRUCTURES</td>
</tr>
<tr>
<td>12</td>
<td>NOVEMBER 10</td>
<td>TEAM TEACH # 5</td>
<td>NUTRITION AND</td>
<td>DOUBLE PARTICIPATION POINTS TODAY. TWO LESSONS WILL BE PRESENTED; PLAN ON PARTICIPATING AS A PEER ASSESSOR &amp; ELEM. STUDENT</td>
<td>Discussion Board Critique for this team required by all</td>
<td>KAGAN SKILLS FOR: MEMORY SYSTEMS AND MEMORY AND MNEMONICS</td>
</tr>
<tr>
<td>12</td>
<td>NOVEMBER 10</td>
<td>TEAM # 6</td>
<td>ACCIDENTS, INJURIES VIOLENCE PREVENTION &amp; DISCUSS OBJECTIVES HOMEWORK SCORE SHEETS &amp; FIELD ALL STUDENT QUESTIONS</td>
<td></td>
<td>Discussion Board Critique for this team required by all</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>NOVEMBER 17</td>
<td>TEAM # 7</td>
<td>CONSUMER HE. Or AGING, DEATH &amp; DYING EDUC</td>
<td>DISCUSS OBJECTIVES HOMEWORK SCORE SHEETS &amp; FIELD ALL STUDENT QUESTIONS</td>
<td>Discussion Board Critique for this team required by all</td>
<td>BRAIN BASED LEARNING &amp; CHARACTER EDUCATION</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Due/Start Time</td>
<td>Notes</td>
<td></td>
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<tr>
<td>NOVEMBER 24</td>
<td>NO CLASS TODAY</td>
<td></td>
<td><strong>HAPPY THANKSGIVING 🎃🦃 FINISH OBJ. HOMEWORK !!!</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>DECEMBER 1</td>
<td>***NO LATE WORK : Due at 6:00 PM **</td>
<td><strong>Start at 6:45 PM</strong></td>
<td><strong>OBJECTIVES DUE TODAY.</strong> <strong>TYPED ( SIZE 12 FONT ) DOUBLE SPACED</strong> <strong>FOLLOW SCORE SHEET FORMAT—NO LATE WORK</strong> <strong>KAGAN: MIND MAPPING &amp; GRAPHIC ORGANIZERS</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DECEMBER 1</td>
<td><strong>TEAM TEACH #9/#10 OR [TEAM TEACH #3]</strong></td>
<td></td>
<td><strong>SEXUALITY HE. EDUC</strong> <strong>MENTAL HE. EDUCATION</strong> <strong>DIFFERENTIATED INSTRUCTION &amp; R.T.I. (RESPONSE TO INTERVENTION) STRATEGIES</strong></td>
<td></td>
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</tr>
<tr>
<td>DECEMBER 1</td>
<td><strong>FINAL EXAMS</strong></td>
<td></td>
<td><strong>PRACTICE TEXES</strong> <strong>ATTENDANCE IS MANDATORY</strong> <strong>SEE UTEP EXAM CALENDAR</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**FINAL EXAM LOCATION:** T.B.A.  **CRN:** 14978  
**DATE:** THURS: DECEMBER 08, 2022  **TIME:** 7:00 -- 9:45 PM

- 🤖 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.

* I look forward to a very successful semester with you.  
* Go Miners!  

12
PREFERRED METHOD(s) OF COMMUNICATION:

(1) Within Blackboard – Course Messages, then

(2) Via Text message or phone call

{ Please Communicate Via Text before Calling -- in order to rule out spam calls }

Text shall start with: “Monday student, can you talk?”

Thank You,

Elva Vazquez  CELL # 915 - 422-5420

• STUDENT EXCHANGE OF PHONE NUMBERS:

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________


END OF THIS DOCUMENT