

COURSE TITLE: HEALTH CURRICULUMS FOR K-12 EDUCATORS

WA CLOCK HRS: 60
OREGON PDUs: 60

NO. OF CREDITS: 6 QUARTER CREDITS
[semester equivalent = 4.00 credits]

INSTRUCTOR: Eric Low
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COURSE DESCRIPTION:

This course is designed to enable K-12 grade educators to examine different components of the Health Curriculum for implementation in the classroom. This course will address the physical, mental, emotional, and social dimensions of health. The curriculum addresses and integrates education about arrange of categorical health problems and issues at developmentally appropriate ages including Nutrition, First Aid, Bullying, Emotional Health, Sex Education and Goal Setting for a healthy life. It also enables teachers to develop and demonstrate increasingly sophisticated health-related knowledge and skills.

This course will give teachers the opportunity to examine concepts to help motivate and assist students in the quest to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students develop the knowledge and skills they need to avoid health risk behaviors. This course will also present reading materials and web sites with lesson plan ideas that are consonant with this material and its use with K-12 grade students.

This course will also provide video ideas for teachers preparing for major themes of the Health Curriculum; many of these films are available at local libraries, from NetFlix, in video stores and/or for free trial and purchase from documentary film sources like The Video Project. You will choose eight (8) videos to examine for implementation in your classroom. If you choose NetFlix, a three-month subscription is about \$30. (NetFlix also has an online video capability for those with a compatible operating system.) You will need to have access to both a DVD player and a VHS video player to enjoy the full range of media choices.

There is no additional charge for required text or materials. All reading is available online for free.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

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1. Will comprehend concepts related to health promotion and disease prevention and first aid.
2. Will have the ability to access and evaluate nutrition, health information, products, and services.
3. Will have the opportunity to analyze the influence of family, culture peers, community, media, and technology on health and health behaviors including bullying.
4. Will have the opportunity to examine self-management and decision making skills to enhance health.
5. Will have the opportunity to examine interpersonal communication skills to enhance health.
6. Will have the opportunity to examine decision making and goal setting skills to enhance health.
7. Will have the opportunity to examine strategies for emotional health for self, family, and community.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

None. All reading is done online

None. All reading is online.

MATERIALS FEE

None.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a **course forum** will show responses from all educators active in the course. Feel free to read and respond to others comments.

Assignment #1:

Please describe your teaching situation and what you are looking for from this course. Post your 1-2 page response in the online response box.

Assignment #2:

- a) In order to become more familiar with Health Curriculum, and for introductory information, review all of the readings for your grade level at the following web links. These links contain a variety of categories found in the Health Curriculum. Since each state has different expectations in regard to its Health Curriculum, it would be beneficial to examine all of the web links. By doing this, you will be able to get a comprehensive view of the Health Curriculum as it pertains to K-12 instruction.

WEB SITES

Elementary grade levels

<http://www.pmsd.org/Default.aspx?tabid=677>

<http://www.k12.wa.us/healthfitness/Standards.aspx>

<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

<http://www.eduref.org/cgi-bin/lessons.cgi/Health/Nutrition>

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

<https://www.niot.org/nios/standards>

Middle School grade levels

[http](http://)

[://www.k12.wa.us/healthfitness/Standards.aspx](http://www.k12.wa.us/healthfitness/Standards.aspx)
<http://www.eduref.org/cgi-bin/lessons.cgi/Health>
<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
<https://www.niot.org/nios/standards>
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

High School grade levels

<http://www.k12.wa.us/healthfitness/Standards.aspx>
<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>
<http://teens.drugabuse.gov/mom/index.php>
<http://www.nida.nih.gov/DrugPages/>
<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
<https://www.niot.org/nios/standards>

b) In the online response box, post your answers to the following items:

- Focusing on the grade level you teach and the web sites listed for that grade level, select three (3) major Health topics (i.e. Nutrition, Bullying, etc.) and explain how these would be a major focus in organizing your Health curriculum.
- What, in your view, seem to be the most significant topics related to the Health Curriculum for your grade level?
- Describe how you could use these websites to strengthen your district's Health Curriculum.

Assignment #3: COURSE FORUM

Refer to the bibliography, which you can download to your desktop as a MS Word file. In this assignment you will review film resources and pick the eight (8) films you would like to view which best fit your teaching needs. I have made a list of films, which I personally think are good ones, that are available from NetFlix, your ESD video resource center, or local library system. Since there are many videos about the different topics related to the Health Curriculum, you may select others that are not listed in this bibliography with prior approval of the instructor. Keep in mind that you will want to have use of a DVD player and have VHS viewing capability as well. Once you've reviewed these sites and made your selections, indicate your eight selections in the online response box and briefly state what film sources you found most suitable. Feel free to respond to any other postings from educators who are also taking this course.

Assignment #4: COURSE FORUM

Goal setting is one of the most essential components for success in life. For this assignment you will be examining strategies for the theme of Goal Setting. Follow these steps: Select one of the grade levels listed above for reference—Elementary, Middle, High school.

- a) Re-examine the web sites under the grade level you select, looking for the information related to the topic of Goal setting.
- b) Read through all of the material that is associated with this topic, including goals, lesson plans, rubrics, etc.
- c) Select one of the strategies used in this topic and, in the online box provided, describe the methods presented and three benefits of using this strategy in your current classroom curriculum.
- d) View your first two video selections as they pertain to Goal setting making notes of the points made in the films that are relevant to what you want to convey to students.
- e) In the online response box indicate what films you saw, and make a list of the key facts that relate to this topic as portrayed in these films.
- f) Discuss how you could specifically use these particular films in your classroom.

Feel free to respond to any other postings from educators who are also taking this course.

Assignment #5: COURSE FORUM

For this assignment you will be examining strategies for the theme of Disease Prevention/First Aid.

Follow these steps:

- a) Select one of the grade levels listed above for reference—Elementary, Middle, High school.
- b) Re-examine the web sites under your choice of grade level. Look for the information related to the topics of Disease Prevention/First Aid.
- c) Read through all of the material that is associated with this topic, including goals, lesson plans, rubrics, etc.
- d) In the online box provided, discuss how this information might fit into the goals of your school district as well as your professional situation.
- e) View your next two video selections as they pertain to Disease Prevention/First Aid, making notes of the points made in the films that are relevant to what you want to convey to students.
- f) In the online response box indicate what films you saw, and make a list of 10 key issues that relate to this topic as portrayed in these films.

- g) Discuss how you could specifically use these particular films in your classroom.

Feel free to respond to any other postings from educators who are also taking this course

Assignment #6: COURSE FORUM

For this assignment you will be examining strategies for the themes of Nutrition/Drugs/Alcohol.

Follow these steps:

- a) Select one of the grade levels listed above for reference—Elementary, Middle, or High school.
- b) Re-examine the web sites under your choice of grade level. Look for the information related to the topics of Nutrition/Drugs/Alcohol .
- c) Read through all of the material that is associated with this topic, including goals, lesson plans, rubrics, etc.
- d) In the online box provided, explain how you could use this information to prepare students in planning for a healthy way of life as it pertains to nutrition/drugs and alcohol.
- e) View your next two video selections as they pertain to Goal setting/growth development, making notes of the points made in the films that are relevant to what you want to convey to students.
- f) In the online response box indicate what films you saw, and explain how you could incorporate this material into your lessons that would be appropriate for your grade level and align with your school district's curriculum.
- g) Discuss how you could specifically use these particular films in your classroom.

Feel free to respond to any other postings from educators who are also taking this course.

Assignment #7:

One of the essential pieces of good health is to have good Self-Management//Decision Making skills.

Follow these steps to examine this topic further:

- a) Select one of the grade levels listed above for reference—Elementary, Middle, or High school.
- b) Reexamine the web sites under your choice of grade level. Look for the information related to the topics of Self-Management/Decision Making.
- c) Read through all of the material that is associated with this topic, including goals, lesson plans, rubrics, etc.

In the online box provided, explain what the benefits of this strategy would be for your students' health development

Assignment #8: COURSE FORUM

Bullying/Emotional health is a very important topic in today's schools.

Follow these steps:

- a) In the online box provided, explain what your school district's policies are for preventing Bullying.
- b) Select one of the grade levels listed above for reference—Elementary, Middle, or High school.
- c) Re-examine the web sites under your choice of grade level. Look for the information related to the topics of Bullying/Emotional Health development.
- d) Read through all of the material that is associated with this topic, including goals, lesson plans, rubrics, etc.

In the online box, describe how these strategies can be used in association with your answer to part A of this assignment.

- View your last two video selections as they pertain to Bullying and/or Emotional health, making notes of the points made in the films that are relevant to what you want to convey to students.
- In the online response box indicate what films you saw, and describe the solutions that these films provide to for this topic that you find meaningful to your teaching situation.
Discuss how you could specifically use these particular films in your classroom.

Feel free to respond to any other postings from educators who are also taking this course.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators active in the course. Feel free to read and

respond to others comments.

Assignment #9:

Select 3-4 of the major topics in this Health Curriculum (i.e. First Aid, Nutrition, Bullying) and develop a detailed unit plan using the information from the websites and videos. Your response must include the following items and posted in the online response box:

- a) Identify the specific Health Curriculum topics you will be using.
- b) Explain the scaffolding benchmarks that you will use to evaluate the progress of your students' knowledge of these topics.
- c) Provide a specific grading rubric for your unit.
- d) Execute the lesson plan in your classroom setting.
- e) Write a one page paper that reflects your usage of this unit and the overall student performance.
- f) Submit one (1) sample of student work that you have graded using your rubric.

Assignment #10:

Option A)

After executing the lesson plan, write a 2-3 page summary of the lesson and examine the positive and negative outcomes of the lesson plan as it related to your goals with this unit.

OR

Option B)

Reexamine the readings and lessons from the assignments thus far. Select 3-5 of these lessons and construct a 2-3 page argument that you could present to your school district's School Board, Superintendent or Principal that would argue the benefit of these health programs to your district and students. Post this argument in the online box provided.

OR

Option C)

Another assignment of your own design with the instructor's prior approval

Assignment #11:

Option A)

Based on the material you have collected, create a power point on a specific topic that you have researched. Upload this power point in the online environment, using the "Share a File" option.

OR

Option B)

Create a health curriculum brochure that outlines the essential material that you would be using in a classroom setting, something that students could take home and use as a reference.

OR

Option C)

Another assignment of your own design with the instructor's prior approval.

C. INTEGRATION PAPER

Assignment #12: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 350-500 word Integration Paper answering these 5 questions:

- 1. What did you learn vs. what you expected to learn from this course?
 - 2. What aspects of the course were most helpful and why?
 - 3. What further knowledge and skills in this general area do you feel you need?
 - 4. How, when and where will you use what you have learned?
 - 5. How and with what other school or community members might you share what you learned?
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INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Eric Low, M.A. has been a teacher and coach in the state of Washington since 1992. He has lived, taught, and studied in Southwest Washington since 1995. Eric has a Master's degree in history from Eastern Washington University with an emphasis in America's West and has been an active researcher of Washington State history for 20+ years. Eric currently teaches history at Winlock High School and serves as a Lead Teacher for ESD 112s "Constitutional Connections" American History grant, a 3 year program that has worked to utilize and develop Social Studies Common Core and CBAs in the classroom.

BIBLIOGRAPHY

HEALTH CURRICULUMS FOR K-12 EDUCATORS

HEALTH CURRICULUM FOR K-12 EDUCATORS BIBLIOGRAPHY & RESOURCES

WEB SITES

Elementary grade levels

<http://www.pmsd.org/Default.aspx?tabid=677>

<https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards>

<http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

<http://www.eduref.org/cgi-bin/lessons.cgi/Health/Nutrition>

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

<https://www.niot.org/nios/standards>

Middle School grade levels

<https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards>

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

<http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

<http://www.awesomelibrary.org/health.html>

<http://www.eduref.org/cgi-bin/lessons.cgi/Health>

High School grade levels

<https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/k%E2%80%9312-learning-standards>

<http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

<http://teens.drugabuse.gov/mom/index.php>

<http://www.nida.nih.gov/DrugPages/>

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

VHS & DVD RESOURCES

Educational Service District

Many ESDs have Health Curriculum videos available for use at your school. Check selections.

Local Library Systems

Many local library systems have Health Curriculum videos available for use at your school.

NetFlix

<http://www.NetFlix.com/>

NetFlix is an online DVD site where you can order commercial and documentary movies which are mailed to you. A monthly subscription costs about \$10, and you receive one DVD at a time; as soon as you return one you are sent the next. The films listed below are available from NetFlix; please search by title. If you work quickly you could view all movies in less than two months.

The Video Project

<http://www.video-project.com/main-catalog.html>

Teachers can sample a number of videos from this excellent source of media on a large variety of Subjects. Click on the link above to see the selection. Many categories are related to the global issues focus of this course.

VIDEOS

SELECT EIGHT (8) OF THESE VIDEOS OR OTHERS OF YOUR CHOOSING
WITH INSTRUCTOR'S PRIOR APPROVAL

New: Most of the following titles can be found in the dvd version of netflix or on youtube

- **ALL ABOUT HEALTH AND HYGIENE** - In this video, young students will explore how and why people get sick, and what they can do to help keep themselves strong and healthy.
- **BE WELL NOW** - In this enlightening PBS program designed to expose misinformation, Dr. Nancy Snyderman -- the chief medical editor at NBC News -- reveals the truth behind widespread medical myths and promotes a healthy understanding of the issues. Mixing sound clinical science with personal stories and anecdotes, Snyderman gives you the facts you need to manage your health, keep your body operating at its peak and live a long life.
- **DIET AND DISEASE IN MODERN SOCIETY** - Investigates the relationship between diet and a number of frequently inter-related diseases and conditions, including heart attack, stroke, high blood pressure, hardening of the arteries, obesity, Type 2 diabetes and cancer. Topics covered include lipoproteins, fats, fiber, electrolyte minerals, smoking, and alcohol consumption.
- **EATING WELL FOR OPTIMUM HEALTH** - Harvard graduate Dr. Andrew Weil outlines his nutritional guidelines for healthier, happier living in this video based on his book. Weil's advice hinges on seven principles that focus on understanding how food fits into and affects daily life -- personally, culturally and socially. He also discusses the scientific facts about fat, carbohydrates and proteins, and the healing possibilities of vitamins and minerals.
- **GET HEALTHY NOW** - In his follow-up to How to Live Forever, fitness and health guru Gary Null continues to tackle conventional notions of nutrition in the United States and offers up a detailed guide to living well. Null presents detailed information on such topics as obesity, depression, skin care, menopause, allergies, impotence and prostate disease. The program also includes comments by various medical doctors on the field of alternative medicine.
- **HEALTH AND NUTRITION** - The concept of a balanced diet is stressed, along with a full presentation of the Food Guide Pyramid and a segment on the importance of exercise for maintaining good health.
- **HEALTH QUIZ: VOL. 1, 2, 3, 4** - Test your Stress, Heart, Health & Nutrition in this entertaining interactive medical program hosted by Dr. Frank Field, the multiple Emmy Award-winning reporter from WCBS-TV in New York. Field and a panel of celebrities and medical experts explain the basics of this complex virus and how to avoid infection. Dr. Ruth Westheimer, Ed Koch and Rita Moreno make guest appearances.
- **HEALTH SOLUTIONS: SLEEP** - People who experience insomnia know how poor sleep at night can affect their day. This program, hosted by natural medicine advocate Dr. James Rouse, discusses the physical causes of insomnia and several tips to ensure quality rest. Rouse suggests relaxation techniques and even certain foods for immediate help. For continuing sleep health, the program turns to noted yoga instructor Rodney Yee, who explains the benefits of yoga and meditation.
- **HEALTH SOLUTIONS: STRESS RELIEF** - Stress is about more than just anxiety; it physically affects the entire body. Natural medicine advocate Dr. James Rouse hosts this program that offers suggestions for reducing stress and consequently leading a healthier life. Accompanied by yoga instructor Rodney Yee, Rouse discusses relaxation techniques, self-massage, yoga, meditation and even certain foods that can help eliminate daily stress.
- **HEALTHY HABITS 101: TEACHING KIDS TO STAY HEALTHY FOR LIFE** - Teaches kids to stay healthy for life, and includes starting healthy life choices; practicing good dental health; identifying stress busters; making good nutritional choices; learning proper sleep habits; and much more!
- **KIDS AND CHEMICALS** - Investigates the relationship between environmental contamination and the health of children in the United States.
- **A PLACE OF OUR OWN: EARLY CHILDHOOD SOLUTIONS—BEHAVIOR & EMOTIONS** - This informative documentary gives parents and child-care providers the tools to help youngsters develop the cognitive, social and emotional skills they'll need to face the challenges of school. Covering such early-childhood topics as identifying developmental milestones, recognizing special needs and nurturing good health, the fun and instructive program aims to get kids off to a good start in the educational system.
- **A PLACE OF YOUR OWN: EARLY CHILDHOOD SITUATIONS—HEALTH AND NUTRITION** - This presentation from the Peabody Award-winning series teaches parents and others who care for young children the fundamentals of making sure their kids get off to a healthy start in life. Fun and informative segments cover topics including healthy eating, getting enough sleep, preventing obesity, getting adequate exercise, dealing with medical problems such as asthma and diabetes and more.
- **RECIPE FOR GOOD HEALTH** - ??What should you eat? Despite the question's simplicity, people seem mystified about the answer; so let nutritionist and herbalist Robyn Kirby guide you through the basics of good eating and proper nutrition. Kirby has your protein and carbohydrate intake in mind -- along with your budget -- as she demonstrates how to prepare a variety of healthy dishes and offers tips for cultivating good eating habits that will help keep the doctor away.
- **SECRETS TO GOOD HEALTH** - This in-depth tutorial features noted herbalist and educator Amanda McQuade Crawford

discussing good nutrition as the cornerstone of a healthy life, providing a valuable weapon against aging and warding off illness, obesity, chronic fatigue and more. She also covers organic foods, vegetarianism and the inherent risks of dieting. The video is part of the Step-by-Step Guide to Holistic Health Series.

- **TEENS, SEX AND HEALTH: A COMPREHENSIVE APPROACH TO SEXUAL EDUCATION.** - ???????There are a lot of myths, rumors and out-dated facts about sex and sexuality. Get accurate, up to date information from experts in the fields related to sexual education. After watching the program, teenagers and parents should be better informed on everything from protection to sexual pharmacology.