



Fayetteville State University
School of Education
Department of Health, Physical Education and Human Services

Undergraduate
 Course and Number

1. LOCATOR INFORMATION

Semester: Fall _____ Spring _____
 Credit Hours: 3
 Course Number and Name: HEED 321- 01 Health in Early Childhood Education
 Course Location: _____ Meeting Time: _____
 Office Hours: M ___ T ___ W ___ R ___ F ___
 Instructor: Dr. V. Armstrong
 Office Location: HPERC 316
 Office Telephone: (910) 671-2201
 e-mail: varmstro@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. **COURSE DESCRIPTION:** An introduction to the principles, content, practices and procedures basic to health education in early childhood, K-3.

3. **TEXTBOOK:**
Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health. 5th Edition/ Linda Meeks, Philip Height, Randy Page.

4. **SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK**
 The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

5. **COURSE GOALS AND OBJECTIVES**
 At the completion of this course, the student will be able to demonstrate knowledge of concepts and techniques vital to effective teaching in health. In each of the objectives, the student will:

1. develop a personal philosophy if health and health education.
2. explain the structure and function of the comprehensive school health program and the teacher’s role in it
3. write student objectives in the cognitive, affective and skill-based domains for learning
4. develop possible evaluation strategies for health education lessons
5. identify various sources of teaching materials
6. understand the mandates in the NC Standard Course of Study

7. facilitate a presentation related to a selected health education topics
8. write a lesson plan for a health presentation

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Physical Education Standards	NCATE Standard(s)	Assessment(s)
X	1. Teachers know health content including health risks for youth and prevention.	Content Knowledge	Tests
X	Indicator 1: Teachers have a medically and factually accurate base of knowledge in the following areas; nutrition, health related fitness, injury prevention and safety, decision making/problem solving, community and environmental health, conflict resolution, mental and emotional health, stress management, self esteem, substance abuse (specifically alcohol, tobacco, and other drugs), disease prevention, and consumer health.	Content Knowledge	Tests Instructional Demonstration
X	Indicator 2: Teachers develop knowledge about health risks for youth that lead to morbidity, mortality, and social problems and apply relevant content to prevention strategies.	Content Knowledge	Tests Instructional Demonstration
	Indicator 3: Teachers comprehend theories of behavior change and make connections between theory and practice.	Content Knowledge	
X	Indicator 4: Teachers have knowledge of the NCSCOS in healthful living education, the focus on a skills approach, and understand the organization and importance of all curricular strands.	Pedagogical Content Knowledge	Class Discussion
X	Indicator 5: Teachers demonstrate knowledge of organization and collaboration within schools and among school staff to promote and enhance coordinated school health programs.	Content Knowledge Pedagogical Content Knowledge	Tests Class Discussion
X	Indicator 6: Teachers demonstrate knowledge of legislation and Board of Education policy that affects health education and comprehend the impact on health education in public schools (including abstinence until marriage, alcohol, tobacco and other drugs, cardiopulmonary resuscitation).	Professional Pedagogical Content Knowledge Student Learning	Tests Class Discussion
X	2. Teacher must be able to investigate and determine the health needs, problems, and interests of students.	Professional Pedagogical Content Knowledge Student Learning	
	Indicator 1: Teachers demonstrate the use of appropriate health behavior assessments.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Teachers utilize appropriate local, state, and national data (e.g., Youth Risk Behavior Survey Data – YRBS) to inform instructional decisions and enhance the	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	

	relevance of instruction.		
X	Indicator 3: Teachers demonstrate the ability to address student needs in health education based on observation and communication.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 4: Teachers demonstrate assessing the community and accessing community resources to determine the needs of students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	3. Health teachers plan and implement effective instruction in the health component of healthful living education.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 1: Teachers plan and implement developmentally and age-appropriate instruction to meet competency goals and objectives in the <i>North Carolina Standard Course of Study</i> for healthful living education using a variety of teaching and learning strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Instructional Demonstration Field Observation
X	Indicator 2: Teachers facilitate a positive learning environment that is student centered and actively engaging for students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Role-play Instructional Demonstration
X	Indicator 3: Teachers will have high expectations for student acquisition of skills for prevention of the following health risks: self esteem building, including self-perception, self acceptance, and self efficacy; behavior self management, including awareness/self monitoring, ethics development, decision making/problem solving, and planning behavioral strategies; communicating, including expressing empathy, assertiveness, conflict resolution and negotiation, and responding to persuasion; using appropriate resources, especially for assessing need for help, locating sources of help, exercising rights, and overcoming obstacles.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lecture-Discussion Small Group Activities
X	Indicator 4: Teachers evaluate and select instructional materials that support the competency goals and objectives in the <i>NCSCOS</i> for healthful living education, including evidence-based curricula and instructional materials where alignment exists.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Internet Reserch Use of Library Resource Center
	Indicator 5: Teachers will be able to link health knowledge and skills with content and skill development in other disciplines.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 6: Teachers will use and incorporate student use of technology when planning and implementing instructional strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 7: Teachers use reading and writing as a means of teaching health education and promoting literacy.	Professional Pedagogical Content Knowledge Dispositions for All	Use of Library Resource Center

		Candidates Student Learning	
	4. Teachers are able to select, design, and implement assessments to evaluate student learning and health behaviors and subsequently utilize information to improve teaching.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Teachers apply a variety of assessment activities and instruction to evaluate students' health knowledge and skill, including authentic assessment and appropriate use of technology.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Teachers assess health behaviors as an outcome of learning, information in a variety of ways.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Teachers interpret and use assessment data to make informed curricular and instructional decisions.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	5. Teachers demonstrate equity and fairness and promote respect and appreciation for diversity.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Classroom Discussion
X	Indicator 1: Teachers recognize special health needs and adapt instruction for various racial/ethnic, limited English proficient, and exceptional children.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Classroom Discussion Role Play
	Indicator 2: Teachers integrate a variety of modes of instruction and evaluation to address diverse learning styles.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 3: Teachers recognize and value diversity of student learners.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lecture/ Discussion
	Indicator 4: Teachers promote fairness, social justice, and peer acceptance to ensure the development of social and emotional wellness.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 5: Teachers establish and maintain high expectations for all students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	6. Teachers demonstrate leadership and model positive health behaviors within the classroom, school, and community.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Observation
	Indicator 1: Teachers recognize the importance of coordinated school health programs and have a plan for coordinating health education with other components of a coordinated school		

	health program.		
X	Indicator 2: Teachers understand and communicate the value of health education to students, colleagues, administrators, parents, and other community members.		Development of Health & Wellness Newsletter/ brochure/ website or other educational Media
	Indicator 3: Teachers demonstrate the disposition and skills to facilitate cooperation among other health educators, teachers of other disciplines, and appropriate school staff.		
X	Indicator 4: Teachers serve as a resource for students, families, and staff by interpreting and responding to requests for health information.		Development of Health & Wellness Newsletter/ brochure/ website or other educational Media
X	Indicator 5: Teachers demonstrate their commitment to health and wellness by demonstrating with their own behavior a healthy lifestyle.		Observation
X	7. Teachers participate in reflective practices that promote creativity, stimulate personal growth, and enhance professionalism.		Service Learning Reflection Portfolio Journal
	Indicator 1: Teachers stay abreast of current recent research and new innovations within the field of health education.		
	Indicator 2: Teachers stay abreast of current recent research and new innovations within the field of health education.		
	Indicator 3: Teachers reevaluate instructional decisions and analyze the relationships between practice and student learning.		
	Indicator 4: Teachers have multiple experiences with observation and field practice.		
X	Indicator 5: Teachers demonstrate the ability to collaborate with colleagues to reexamine their practice critically and seek help from colleagues to continue to develop as teachers and learners.		Small Group Project Partner Critique

7. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Tests
X	2. Teachers know how to teach students.	Discussion/ Observation
X	3. Teachers are successful in teaching a diverse population of students.	Discussion/ Observation
X	4. Teachers are leaders.	Observation
X	5. Teachers are reflective about their practice	Self-Evaluation
X	6. Teachers respect and care about students.	Instructional Demonstration

8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Class Discussion
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Class Discussion Role Play
	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Class Discussion Self-Evaluation

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
X	Productivity tool (Power Point)
	Presentation software
X	Internet
	Web page construction
X	e-mail
X	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
X	Lap Top and LCD panel
	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
	1. Teachers demonstrate a sound understanding of technology operations and concepts.	
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Power Point Presentation
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Lesson Plan Development
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
X	5. Teachers use technology to enhance their productivity and professional practice.	Internet Research
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
	Respects the privacy of students and their families		Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families		Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

Other _____

11. GENERAL REQUIREMENTS

- Your participation is a valued part of this course. Therefore class attendance is expected. See University Policy
- Students are responsible for all materials, assignments, etc. covered during an absence.
- Three tardies = 1 absence; It is the students responsibility to inform the instructor that he/she arrived late and make sure that the roll has been updates to reflect their presence in class. This change must be the same date of the tardy.

12. EVALUATION CRITERIA

20%	Educational Media Project: <i>Bulletin Board/ Webpage/ Brochure</i>
15%	Quizzes & Module Assignments
10%	Health Fair
10%	Presentation
5%	Book Swap
5%	Professional Interview
15%	Service Learning Experience and Reflection
20%	Final Project: Resource Packet

University Grading Scale:

92-100	A
83-91	B
73-82	C
64-72	D
63 or Below	F

13. COURSE OUTLINE (with Assignment Schedule)

Distributed by Instructor in class

14. **TEACHING STRATEGIES (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.**

15. **DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

16. **REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)**

Distributed by Instructor in class