

EDEE 324 (3 Credits)  
Health Education for K-6  
Emily S. Oandasan, M.A.Ed., Instructor  
Spring Semester 2011  
Hybrid Online, 3 Class meetings Jan.22, Mar.12, May 7

**Instructor Information:** Emily S. Oandasan, M.A. Ed.

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**Office Hours:** As a part-time instructor, I do not keep regular office hours. You are welcomed to email me to set up an appointment prior to or after class if necessary.

**COURSE DESCRIPTION:** Provides experiences for elementary teacher candidates to create interactive learning opportunities for children, as they develop personal and social responsibility for a healthy lifestyle. Emphasis is placed on integrating concepts of health, physical education, and movement across all subject areas in the elementary school curriculum. Focus on National and Hawaii Health Education Standards

**REQUIRED TEXTS:** *Differentiated Instruction and Understanding by Design* by Carol Ann Tomlinson & Jay McTighe. *Health Education: Elementary and Middle School Applications* by Susan K. Telljohann, Cynthia W. Symons & Beth Pateman

**REQUIRED SUPPLIES:** In addition to utilizing your laptop or personal computer to do research and type up homework assignments, please be advised that the following is necessary to complete your Project Portfolio at the end of the semester.

- Lulima access: All assignments and activities are due on Saturdays by 6:00pm weekly.

**ATTENDANCE POLICY and PARTICIPATION:** 3 class meetings will be held. Students are expected to be active participants in the learning strategies presented to and created within by the class members, instructor, or guest speakers. It is very important that the student participates and is fully engaged during the class meeting times. Students are expected to stay for the entire class period, and points can be deducted, at the instructor's discretion for late arrivals and early departures. Please contact the instructor individually if there is an emergency situation that requires an absence. Online activities and assignments are utilized in evaluation for grading. All assignments and activities are due on Saturdays by 6:00pm HST unless otherwise noted by the instructor.

### **UHWO TEACHER EDUCATION MISSION STATEMENT**

The University of Hawai'i West O`ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O`ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O`ahu communities.

**CONCEPTUAL FRAMEWORK.** The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three key values underlie the professional studies philosophy and objectives: (1) standards-based education, (2) student-centered learning, and (3) an orientation to social justice. Within this framework, the UH West O`ahu Bachelor of Education degree program develops teacher candidates who have the knowledge, skills, and dispositions to

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

Professional Studies are organized according to four broad categories: Perspectives and Preparation; The Learning Environment; Teaching & Learning; Professionalism

### **ACADEMIC INTEGRITY**

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own.

**Statement on Plagiarism.** Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

**Academic Honesty.** The following examples of unethical behavior on the part of students are expressly forbidden:

1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class or at an educational event that is part of the course requirement.
2. Turning in for credit a duplicate research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.
3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O`ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**Students with Disabilities:** You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design.

**Course Requirements:**

• Attendance/Participation	30 points/ 3 class meetings
• Weekly Assignments	10pts/ 16 total
• Summary of Learning	25pts/ 3 total
• Integrating Instructor Project	100pts
• Quick Reference Guide	50pts
• Lokahi Wheel	50pts
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	525 pts total

**ATTENDANCE & PARTICIPATION:** (90 points possible) Attendance and participation will assist the student in preparing for the projects, homework and various assignments this course requires. Although some of the time spent in the class involves brief lecture, the majority of the class works in small and large groups to discuss, research, investigate and plan various lesson plans that will incorporate performing and creative arts in the elementary classroom setting. At times, the instructor may assign off campus research to be conducted by the student individually to better prepare him/her for preparation time as required for instructors at the K-12 level.

**WEEKLY ACTIVITIES & ASSIGNMENTS:** (160 points possible) Weekly activities and assignments will be given and are due the following week unless otherwise informed by the instructor. These assignments are including, but not limited to; 1-2 page analysis of the text, observations of classroom techniques, investigation and research to assist in planning for individual and group projects, personal experience journals, and the like. Please refer to the class agenda for a list with due dates.

**SUMMARY OF LEARNING ACTIVITY:** (75 pts possible) At the conclusion of each section of the Health Education text book, there will be a 25 point summary of learning assignment which will be given under the Tests and Quizzes tab on Laulima for this class. Multiple choice, true/false and short answers will be used to evaluate the student on what has been learned during the previous chapters. DUE on 2/18,3/25,5/1.

**INTEGRATING INSTRUCTOR PROJECT:** (100 pts possible) During the 2<sup>nd</sup> class meeting on (March 12) groups will be chosen to review and create a presentation of one of the sections of the book, Integrating Instruction by Design. DUE on May 7.

1. *Bring textbook with you to March 12 meeting.*
2. *Poster paper will be provided to your group*
3. *This activity will begin in class and will be finalized at the last meeting on May 7*
4. *For each 2 sections your group is assigned you will share a TOP TEN important aspects of the assignment.*
5. *Follow the rubric for this assignment, which will be located on Laulima as the date approaches.*

**QUICK REFERENCE SHEET:** Using sections 2 and 3 in the Health and Education textbook, create a quick reference guide to assist you in your future role as an educator. For each area (i.e. Mental, Emotional, Physical health, etc) find: DUE on May 14.

1. *A children's book you may be able to utilize for that section.*
2. *A website or websites you can access for future assistance*
3. *Quick definition of what each of the sections may entail*
4. *Must fit on 8 1/2 x 11 sheet of paper*
5. *Please refer to the rubric for this assignment.*

**LOKAHI WHEEL:** (50 points possible) Each of you will create a Lokahi wheel during the first class meeting and submit it for points. This will be completed in class, please refer to the rubric for this assignment.