



MTI 550 PH: Lesson Planning for Skills-Based Health Education

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO PE & HEALTH MASTER'S DEGREE

Instructor Information:	
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Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Distance Course Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course. Approximately 112.5 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, NOT COLORADO STATE- PUEBLO FOR THIS COURSE. All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.
Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:

	• Name • Home address • Email address • School district name, address • Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. On the document, include a link to the assignment as required (<i>example, a Google form wouldn't post well onto the Google doc, so share a link to the form for us to see and grade</i>). Once you have completed all of your assignments, please submit them to grades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. This course counts towards a master's degree in curriculum and instruction from Colorado State University-Pueblo. You must be accepted in the program by CSUP for this course to count towards your degree.
Required Books and Materials	Benes, Sarah, and Alperin, Holly. (2019). <i>Lesson Planning for Skills-Based Health Education</i> . Champaign, IL: Human Kinetics.
Learning Outcomes/Competencies: At the completion of this course, the learner will be able to: 1. Demonstrate a thorough understanding of the National Health Education Standards. InTASC 1,7,9 2. Utilize the National Health Education Standards performance indicators to develop unit plans. InTASC 1,2,7,8 3. Implement performance-based assessments for monitoring skill development. InTASC 4,8 4. Implement effective lessons and learning activities that support skill development within health education. InTASC 1,3,5 5. Reflect upon the current health education curriculum to identify areas needing review and improvement. InTASC 9 6. Apply strategies, activities, and techniques to fit the educators setting and needs of their students. InTASC 3,4	
Course Description: This course is designed to walk health educators through the process of implementing or improving upon a skills-based health education curriculum. The rationale for a skills-based curriculum is first explained and explored. Then each of the National Health Education Standards is visited in-depth including objectives, performance-based assessments,	

lesson plans, activities, and modifications.

Learning Strategies: Reading, personal reflection, individual assignments (applications, research projects and evaluation essays).

Experiential Learning Opportunities: Educators will use this course to examine current health education practices. The content could be utilized to implement or revise a curriculum that is based on the skills covered in the National Health Education Standards.

Assessments		Approximate contact hours for each assessment
Required reading from the textbook		31 hours
Text questions-(Ten questions at 9 points each)	90 points	10 hours
Studying (time to reread and take notes)		5.5 hours
Applications- 2 @ 45 points each	90 points	10 hours
Field experience in the classroom implementing concepts from the course with students and fellow teachers	60 points	28 hours
Action research project	100 points	9 hours
Research on differentiated instruction strategies and theory		9 hours
Final evaluation essay	100 points	10 hours
Total points possible	440 points	112.5 hours

Grading Scale: A (90-100%); B (80-89%)

****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Text Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy	All supporting facts and	Almost all supporting facts	Some of the supporting facts

___/3	statistics are accurately represented.	and statistics are accurately represented.	and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric-2 assignments @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence	Shows strong evidence of ideas and insights gained from this course and how	Shows evidence of ideas and insights from this	Shows little evidence of ideas and insights from this

___/20	they are applied to classroom.	course and how they are applied to classroom.	course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.

Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.
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Course Assignments

Text Questions: Read and Reflect (90 points)

Each text question is designed to get you thinking about the concepts provided by the authors. As you read the text, use the questions to help you reflect on how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. *Chapter 1:* After reading Chapter 1, reflect on the National Health Education Standards. Do you think these cover all essential health skills for students? Do you think there is anything missing?
2. *Chapter 2:* Using Chapter 2, explain why the authors feel the backward design of curriculum is best.
3. *Chapter 2:* In your school setting, what is the current state of the health education curriculum? Has it been recently reviewed? What processes are in place for curriculum review and whose job is it?
4. *Chapter 3:* Most would agree that the difficulty with accessing valid and reliable information is that there is too much information, not a shortage of information. Given our dependence on the internet, what do you think is the most challenging part of this skill for our students?
5. *Chapter 4:* Explain why a unit on analyzing influences would also be a good time and place to explore the responsible use of social media with students.
6. *Chapter 5:* After reading through the lesson plans in Chapter 5, which lesson plan do you think could be most effective with your students? Why?
7. *Chapter 6:* Based on Chapter 6, make a case for why decision-making is the most important skill that we can give our students in health education.
8. *Chapter 7:* Many students (and parents) are used to the end of unit assessment being a paper and pencil test. Discuss what challenges may arise when changing to performance-based assessments.
9. *Chapter 8:* Discuss why the skill of self-management is so difficult to assess/evaluate. How do you think this is best handled?
10. *Chapter 9:* What do you think students can gain from selecting a topic they truly care about and practicing their advocacy skills?

Application #1

Using the content of this textbook, reflect upon your opinion of a health curriculum that is skills-based versus content-based. What are the advantages and disadvantages to both? In your current school setting, is the health curriculum skills-based or content-based or both?

- 2-3 pages in APA format

Application #2

Using the content of this textbook, develop a lesson plan that addresses one of the National Health Education Standards using an idea and/or content that was not included in this book. Your lesson plan should be written using the same format used in the book.

- Include lesson plan with all components
- Include 1 page explaining the benefits/rationale of this lesson (in APA format)

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.

These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Research project

Research health education state standards for several states. Compare and contrast these state standards with the National Health Education Standards and with each other. Describe the current situation in regard to health education state standards across the United States.

- 2-3 pages in APA format

Evaluation assignment

After reading the textbook, describe your intentions for your new knowledge regarding health education curriculum. How can this be applied to your work with students? How can your students benefit from these changes?

- 3-5 pages in APA format

- Utilize and site the textbook

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

CSU-Pueblo's Policies

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of

this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's

decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2

4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1