Instructor Information: Emily S. Oandasan, M.A.Ed.
Email: emilyo@hawaii.edu OR emilyoandasan@gmail.com
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 OBJECTIVE: To provide experiences for elementary teacher candidates by creating and discussing 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. Through meaningful discussion and group learning in our live sessions to weekly readings, written reflection and assessment students should receive a well-rounded and informative experience that will assist them in their future role of educator.

HYBRID COURSE CONTACT HOUR REQUIREMENTS: Health Education K-6 (EDEE 324) is a hybrid 3 credit course. Contact hours are distributed as follows: there will be 3 2.5 hour collaborative sessions held on campus during the semester. Weekly activities, readings and written reflections as well as quizzes are equivalent to 1.5 hours per week. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course.

REQUIRED TEXTS: Health Education: Elementary and Middle School Applications by Susan K. Telljohann, Cynthia W. Symons & Beth Pateman (7th edition)

REQUIRED SUPPLIES: In addition to utilizing your laptop or personal computer to do research and submit homework assignments, please be advised that the following is necessary:

- Laulima: Assignments and activities are due weekly on Sundays by 6:00pm HST. Assignments remain open until Monday at 6:00pm HST weekly.
- TaskStream: One assignment is required to be uploaded to TaskStream for evaluation purposes: (1) Health Activity Project

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 Oahu 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 goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child;
- embracing social justice and equity for all;
- becoming reflective practitioners and life-long learners.

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.

**STANDARDS, INSTITUTIONAL LEARNING OUTCOMES & OBJECTIVES**

**FOUNDATIONS**

**Student Learning Outcome (SLO):** The candidate will participate in written discussion of textbook readings on a weekly basis. A minimum score on these activities will be 7 out of 10 points. Candidate will also participate in 3 face to face classroom collaborative sessions worth 30 points each session.

**UHWO Institutional Learning Outcomes 1 and 2:** Written and Oral Communication: Demonstrate clear and effective written and oral communication to an intended audience.

**HTSB Standard 5 and 7:** The effective teacher consistently plans and applies content knowledge to the curriculum set for the classroom. Utilizing the course’s weekly discussions and activities the candidate will be able to apply new knowledge of current health related trends while applying it to future curriculum planning.

**ACEI Standard 3.1:** Integrating and applying knowledge for instruction. Candidates will utilize weekly activities in the planning and integration of future classroom activities.

**Evidence:** Weekly assignments, face to face collaborative sessions, assessment by quiz that covers text content.
CONTENT

Student Learning Outcome (SLO): The candidate will create a quick reference guide that covers main ideas of each chapter. This guide will be useful in addressing health related issues and concerns that may arise in their future classroom. A minimum score of 40/50 points will be earned by candidate.

UHWO Institutional Learning Outcomes (ILO-4): Disciplinary Knowledge: Demonstrate knowledge of the purview, processes and contributions within an academic discipline. Candidates will include knowledge of methods, history, major works, applications, technologies and/or ethical standards associated with an academic discipline.

HTSB Standard #4: Content Knowledge. The effective teacher reflects and utilizes new content knowledge as a basis of support for students in the classroom setting.

ACEI Standards 2.1-2.7: Reading, Writing, Oral Language; Science, Mathematics, Social Studies, The Arts, Health Education, Physical Education. Candidates will research ways to incorporate their quick reference guide in daily activities in their future classroom.


ASSESSMENT

Student Learning Outcome (SLO): Candidate will create a 5 day health related project that will incorporate both text and group discussions, the activity will have a pre and post assessment of student knowledge as part of the overall objective of the activity. Candidates may choose any health related topic that is discussed within the text to focus on. A minimum score of 70 out of 100 points will be earned by candidate.

UHWO Institutional Learning Outcomes (ILO-4) Disciplinary Knowledge: Demonstrates knowledge of the curriculum. Disciplinary knowledge includes knowledge of methods, applications, technology and/or ethical standards associated with an academic discipline.

HTSB Standard 3: Learning Environments. Candidates will create a learning environment in which students will learn and expand on health related curriculum in a safe and supportive setting.

ACEI Standard 3.4: Active engagement in Learning. Candidates health activity project will incorporate student and community participation throughout the lesson.

Evidence: Health project.
Points Breakdown for EDEE 324:

- Attendance/Participation: 30 points each / 3 meetings
- Weekly Assignments: 10pts each / 16 total
- Summary of Learning: 25pts each / 3 total
- Physical Activity Project: 100pts
- Quick Reference Guide: 50pts
- Lokahi Wheel: 25pts

500 Total Points Possible

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 you on what has been learned during the previous chapters. It is highly recommended that you utilize the study guide that will post into the Laulima resources section for this class to assist you in preparing for this assessment.
HEALTH ACTIVITY PROJECT: (100 points possible).
Utilizing Chapter 7 in the text for support students will be required to create a lesson plan for a specific grade level K-6. Project will incorporate the following topics and will be uploaded to TaskStream for evaluation:

DUE 12/6.

- Incorporate National School Physical / Health Education Standards within your lesson.
- The lesson should be one week in length
- **SEE RUBRIC for detailed instructions**

QUICK REFERENCE SHEET: (50 points possible)
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 11/29.

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 ½ x 11 sheet of paper
5. Please refer to the rubric for this assignment.(see resources link on Laulima)

LOKAHI WHEEL: (25 points possible)
Create a Lokahi wheel of your own that we will begin in class on the first meeting.

DUE: 10/18