

Mayville State University

HPER 332, Comprehensive Health K-12 Curriculum

Scott Parker

Fall , 2025

3 Semester Hours

Contact Information:

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Phone: 788-5226 (35226)

Hours of Availability:

9:00-3:00 M-F: See office schedule for specifics

Instruction Mode:

On-line

Time Zone:

Central

Meeting Times and Location:

By Arrangemnt

Course Description

A study of the various methods of teaching health in the elementary and secondary schools including trends in health and focusing on contemporary health problems that need to be addressed to K-12 students. Additional emphasis shall be placed on teaching our students about the physical, social, emotional, intellectual, and environmental factors that influence health. Strategies will be studied to reduce and prevent stress related health problems. Pre-req. HPER 217

Purpose of the Course

A study of methods and teaching strategies needed in a program of health instruction, supervision and health services in the k-12 education system. Emphasis will be placed on teaching and techniques of contemporary health instruction in k-12 settings.

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework.'

Course Objectives

Students will be able to:

- (1) Identify the qualities and characteristics that a good Health teacher must develop in order to be the best at his/her occupation. (INTASC 1-10)
- (2) Explore the goals of teaching Health and the kinds of activities that are needed to teach in order to achieve these goals. (INTASC 1, 4, 7)
- (3) Develop lesson plans appropriate to teaching an activity unit to k-12 students. This lesson plan development will fit the needs of the students, accomplish the goals of Health, and correspond accurately to the curriculum guideline that has been set down by the school district. The National and State Health standards will be reviewed. (INTASC 2,3,4,5,6,7,8)
- (4) Explore how to communicate with students in such a way that class discipline is established in a positive manner and students stay on task because they are motivated to do so by the instructor's expertise in discipline and motivation. (INTASC 2,4,5,6)
- (5) Discuss essentials to good class management and organization. (INTASC 3,5)
- (6) Discuss evaluation & assessment procedures dealing with grading. (INTASC 8,9)
- (7) Practice effective teaching styles, strategies, and techniques that have been presented in this class. (INTASC 1, 3,4,5)
- (8) Investigate the laws governing liability in Health. (INTASC 5,9,10)

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Health Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

Standards Alignment (Health Education Program Approval Standards-ND ESPB):

- 18015.1 Content Knowledge-Component 1.a: Candidates demonstrate knowledge acquisition in multiple health content areas.
- 18015.1 Content Knowledge-Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.
- 18015.1 Content Knowledge-Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.
- 18015.1 Content Knowledge-Component 1.d: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.
- 18015.2 Planning-Component 2.a: Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.

- 18015.2 Planning-Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.
- 18015.2 Planning-Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.
- 18015.2 Planning-Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.
- 18015.2 Planning-Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.
- 18015.2 Planning-Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.
- 18015.3 Implementation-Component 3.a: Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.
- 18015.3 Implementation-Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
- 18015.3 Implementation-Component 3.c: Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.
- 18015.3 Implementation-Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
- 18015.3 Implementation-Component 3.e: Candidates reflect on student learning outcomes and instructional practices and adjust lessons to meet the diverse needs of all learners.
- 18015.4 Assessment-Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.
- 18015.4 Assessment-Component 4.b: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
- 18015.4 Assessment-Component 4.c: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.
- 18015.5 Professionalism-Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- 18015.5 Professionalism-Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
- 18015.5 Professionalism-Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

Program Student Learning Outcomes (SLOs) Addressed in This Course (required)

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index, so you can quickly find the degree you are pursuing.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course:

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Describe the assessments being used.

As part of Mayville State's effort to demonstrate continuous improvement in achieving Essential Studies Learning Outcomes, this course will assess

ELO # ☐1 ☐2 ☐3 ☐4

as part of the Essential Studies and Capstone Courses. As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

Course Improvements Based on Most Recent Assessment Findings

This course will be assessed in the future (based on the 2019-2025 assessment curriculum map) and the findings will be reported in this syllabus.

Required/Recommended Materials

Meeks, L., Heit, P., Page, R. & Ward, P. (2020) Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health. 9th Edition.

Instructional Strategies

A list of strategies that will be used in the course for learning. For example:

- Discussion forums
- Reflective Research Reviews
- Written and Oral Communication
- Exams
- Peer Teaching
- Peer Evaluations
- Video Lessons

Learning Experiences

- Read all assignments, including chapters as noted, research articles, etc.
- Assignments will be given via the Detailed Schedule OR in class. Submit all assignments in Blackboard on designated due dates.
- Grading of assignments shall be complete within 1 week of due dates. If there is a change to this policy students will be notified through email.

Instructional Technologies Utilized in this Course

- Blackboard Ally
- Blackboard Collaborate Ultra
- Blackboard Learn
- Zoom

Expectations/Protocols

- All sources must be documented use APA protocols
- Assignments will be turned in using Blackboard
- Computers will be brought to class every period
- Students will participate in classroom discussions and/or online discussions
- Points and/or grades may be awarded for any/all work assigned and submitted.
- A quiz may be given at any time.
- Tests and quizzes may not be made up if absence is unexcused and prior arrangements are not made for make up in case of an excused absence.
- Any and all work submitted must be of upper level college quality to be acceptable for grading.

Instructor/Student Communication

Email is the recommended method of communication. My office phone is (352)26 or 701-786-5226.

Method of Evaluation/Grading

- Grading Scale:
A = 90%
B = 80%
C = 70%
D = 60%
F = below 60%

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is **NOT** considered attendance. Please see the enrollment verification activity and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk.

Late Arrivals

Students will be expected to complete all work assigned prior to arrival. The student will be allowed to make up all work and allowed the same time given to students that were registered at the start of class.

Important Student Information

Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement