

Minnesota State University Moorhead

HLTH 311: Health in the Elementary Schools

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course emphasizes maintaining and improving personal health and wellness and developing and using motor skills for an active classroom. It also is a preparation for pre-service teachers to take part in developing health behaviors in their pre-primary through 8th grade level students. This course includes methods of instruction.

B. COURSE EFFECTIVE DATES: 08/23/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Students will be able to describe activities appropriate for each NHES and describe assessment techniques for activities within the CDC six priority areas.
2. Students will describe the characteristics of evidenced-based curriculums and why they are important to use in teaching.
3. Students will describe ways to connect parents/guardians/caregivers to the health education program.
4. Students will discuss the developmentally appropriate concepts for teaching in lower and upper elementary school.
5. Students will locate health education information and lesson plans on internet sites. Will discuss new innovative programs on websites for schools to help promote healthy active lifestyles.
6. Students will understand and use the preferred terminology for teaching health education.
7. Students will understand curriculum infusion, multi-cultural infusion, and inclusion.
8. Students will understand how to avoid controversy in a health education program.
9. Students will understand how to connect health content to health standards.
10. Students will understand the barriers elementary teachers find to teaching health education.
11. Students will understand the content of personal and social skills.
12. Students will understand the eight-part Coordinated School Health Program Model and its value to the delivery of health education.
13. Students will understand what is included in each of the Center for Disease six priority areas and the eight National Health Education Standards.
14. Students will understand why planning curriculum using many of the multiple intelligences is important.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted