

## Course Syllabus

### *Middle School and High School Health: Building A 21st Century Health Curriculum*

EDMA 254  
Drake University  
School of Education  
Des Moines, IA

3 Credit Hours

**Instructor:** Laura Reis  
[Laura.Reis@drake.edu](mailto:Laura.Reis@drake.edu)  
Cell phone 515-520-1352

### **Course Description**

*Middle School and High School Health: Building A 21st Century Health Curriculum* will help educators to revise and enhance their health program. Students are guided through an eight week course of various readings, viewings, responses and assignments to further increase their knowledge and awareness of health related topics. By the end of the course, you will have the tools to revise your curriculum to help your students make healthier, life enhancing decisions.

This course will be delivered online using the Blackboard learning management system and will be broken down into several components of study/analysis:

1. Text readings from *Comprehensive School Health Education* by Linda Brower Meeks; Philip Heit; Randy M. Page
2. Videos and YouTube videos.
3. Reflection on your current curriculum.
4. Interaction with your peers and instructor through blogging and reflections.
5. Activities and assignments you can immediately implement into your curriculum.

**Required textbook:**



<b>Title</b>	<b>Comprehensive School Health Education 8<sup>th</sup> Ed.</b>
<b>Author</b>	<b>Linda Brower Meeks; Philip Heit; Randy M. Page</b>
<b>ISBN</b>	<b>978-0-07-802851-9</b>
<b>Publisher</b>	<b>McGraw-Hill Education</b>
<b>Publication Date</b>	<b>March 12, 2012</b>
<b>Binding</b>	<b>Trade Paper</b>
<b>Type</b>	<b>Print</b>
<b>Price</b>	<b>\$176.75</b>

**Course Goals:**

1. Introduce students to various teaching activities to infuse into your own health curriculum.
2. Compare the National Health standards to Iowa Common Core Standards and/or your state standards, district standards and/or local standards.
3. Revise elements of your health education program after analyzing your program and identifying the strengths and areas of improvement.
4. Increase your knowledge of four major health topics: Mental/Emotional Health, Personal Wellness & Public/Community Health, Family Life Education, and High Risk Behaviors. Then apply this new knowledge in activities and lessons for use in your classroom.

**Course Modules will follow in this sequence:**

1. Review the objectives for each Module.
2. Watch the videos in each Module and complete the assigned readings.
3. Read and review all questions and/or directions before completing each assignment.
4. Complete all activities, blogs, readings, and assignments by their due dates.
5. Proofread and use correct APA format on assignments before submitting on Blackboard.
6. Back-up all work before submitting.

**Course Assignments (Itemized Below):**

**285 points**

- Journal Entries or Reflections
- Mission and Vision Statement
- Personal Introduction Blog
- Blogs
- Individual/Group Activities
- Lesson Plan Revisions
- Bibliography
- Health Curriculum Makeover and Reflection

**Points and Letter Grades:**

- |           |   |
|-----------|---|
| ● 90-100% | A |
| ● 80-89%  | B |
| ● 70-79%  | C |
| ● 60-69%  | D |
| ● 0-59%   | F |

### **Statement of Plagiarism**

Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the *APA Publication Manual* to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

### **Accommodations Clause**

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin  
Director of Student Disability Services  
515-271-1835  
michelle.laughlin@drake.edu

Jean Hansen  
School of Education  
Senior Online Instructional Designer  
515-271-3906  
jean.hansen@drake.edu

<b>Module 1</b>	<b>Mental/Emotional Health</b>	<b>40 points</b>
<b>NHES 1</b>		
<b>Priority Standard: ICC21.HL.1</b>		

### **Learning Targets**

**Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.**

- The learner will recognize the prevalence of mental disorders in US adolescents and use this information to make informed decisions when considering the redesign of your curriculum.
- The learner will analyze health standards at the state and national levels and compare it to your school standards and curriculum.
- The learner will explain how personal health choices impact health maintenance and disease prevention.
- The learner will compile a list of resources in your community or online to access valid mental health information and support.

Personal Introduction Blog	5 points
Health Mission and Vision Statement	10 points
Standards and Benchmarks Blog	5 points
NAMI and OK2Talk Blog	5 points
Mental Health Resources Bibliography	5 points
Personal Health Choices Journal	10 points



**Apply critical literacy/thinking skills related to personal, family and community wellness.**

- The learner will identify strategies to keep his/her classroom safe for all students with food allergies.
- The learner will explain the importance in evaluating media messages and how to determine if the messages are credible.
- The learner will summarize the importance of organ donation and how to become an organ donor.
- The learner will work with a small group to analyze media and technology use and abuse and develop strategies for addressing this issue.
- The learner will explore health promoting strategies, such as time management, and tools that can be used to support them.
- The learner will develop a lesson plan on one area of consumer and community health based on information and strategies learned in this unit.

Media/Technology Scenarios	10 points
Media/Technology Scenarios Blog	5 points
Time Management Tools	5 points
Consumer and Community Health Lesson Plan	10 points

**Module 5      Reproduction/Abstinence/Birth Control/STIs and Communicable Diseases**  
**25 points**

**NHES 4 & 5**

**Priority Standard: ICC21.HL.2**

**Learning Targets**

**Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.**

- The learner will demonstrate social and communication skills needed that enhance reproductive health and increase personal health safety.
- The learner will develop or revise a reproductive lesson using strategies introduced in this module.
- The learner will be identify roadblocks associated with teaching reproduction and strategies to overcome these roadblocks.
- The learner will analyze their local statistics on the most prevalent communicable diseases in their community.
- The learner will discuss with their peers what to include in a lesson plan over communicable diseases.

Abstinence & Birth Control Blog	5 points
Reproduction Roadblocks Blog	5 points
STIs and Communicable Diseases Blog	5 points
Reproduction Lesson Plan Revision	10 points

**Module 6**                      **High Risk Behaviors: Alcohol & Tobacco**                      **30 points**  
**NHES 2 & 3**  
**Priority Standard: ICC21.HL.2**

**Learning Targets**

**Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.**

- The learner will evaluate statistical data on alcohol and tobacco use and generate strategies to convey this information to his/her students.
- The learner will develop a marketing campaign to educate their students on the consequences of high risk behaviors.
- The learner will summarize the importance of reducing or eliminating alcohol and tobacco use in teens.

Alcohol and Tobacco Use Statistical Analysis Blog                      5 points  
Teen Smoking and Alcohol Use Blog                      5 points  
Marketing Campaign                      20 points

**Module 7**                      **High Risk Behaviors: Drugs/Inhalants**                      **35 points**  
**NHES 2 & 3**  
**Priority Standard: ICC21.HL.2**

**Learning Targets**

**Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.**

- The learner will analyze the prevalence of drug and inhalant use and preference(s) as well as the impact and influence of family, peers, health professionals, culture, media, technology and other health factors.
- The learner will create two anti-drug slogan projects to use in his/her classroom.
- The learner will design a drug/inhalant lesson using strategies introduced in this module.

Drug and Inhalant Use Statistical Analysis Blog                      5 points  
Anti-Drug Slogans Small Group Work                      20 points  
Drug Lesson Plan                      10 points

**Module 8**                      **Final Project**                      **60 points**  
**NHES 8**

**Learning Targets**

**Demonstrate the ability to advocate for personal, family, and community health.**

- The learner will revise his/her curriculum infusing strategies learned from the course.
- The learner will reflect over his/her thoughts and growth from revising his/her curriculum.

Health Curriculum Makeover                      40 points  
Final Reflection Journal                      20 points