



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring 2025

Year: 2025

Course Prefix: HLSC 4200

Course and Section #: HLSC 4200 601

Course Title: Health Education Teaching Methods

Credits: 3

Course Description

For secondary education school health majors. Examines teaching methods, materials and techniques. Studies secondary education health curriculum, program planning, development, implementation, and evaluation. Helps students develop lesson plans and present them in secondary education settings.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Melinda Barber & Merilee Larsen

Student Learning Outcomes

1	Plan for school health education instruction.
2	Select appropriate teaching methods through a systematic approach.
3	Develop measurable learning goals and objectives.
4	Conduct evaluative processes in the classroom.
5	Identify methods of intervention.
6	Use media and common audiovisual equipment.
7	Plan for the special needs of target population.
8	Compose a variety of disciplinary-appropriate texts within multiple situations and for multiple audiences.

Course Materials and Texts

Lecture Aid Packet

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

ASSIGNMENT
<p><u>Student Teaching Experience Permission Form</u> This form can be found on Canvas. Within the first TWO weeks of class, you will be responsible for contacting one junior high and one senior high school health teacher to schedule three teaching experiences (per school), for a total of SIX teaching experiences. These should be completed January - March. Permission must be granted by the teacher in advance. DO NOT just “show up” in a classroom. You may teach your lesson any time before April 4. *If you are currently student teaching, please contact the professors about this assignment.</p>
<p><u>Background Check</u> All students in the School of Education must complete and pass a background check before being allowed in any school setting. You will not be permitted to enter any school without proof of background check clearance. Please review the detailed instructions provided on Canvas to complete this process. Once your background check is cleared, upload a screenshot of your clearance confirmation to Canvas.</p>
<p><u>Disclosure Document</u> Students are required to create a disclosure document/syllabus that could be used in a future classroom setting. Detailed instructions and guidelines for this assignment are available on Canvas. Additionally, examples will be provided during class to help guide your work.</p>
<p><u>Curriculum Map</u> Working with your strand group, you will create a curriculum map (schedule of unit lesson plans) for presenting your material in a classroom. Each lesson should be a rough outline for an 80-minute lesson and units will be divided up based on a typical district semester calendar. For each school day, your curriculum map must include: 1) Strand Covered – Identify the strand or standard being addressed, 2) Topic Taught – Specify the topic or focus of the lesson and 3) Daily Activity – Outline an activity that supports the day’s lesson. A template for the curriculum map is available on Canvas to help guide your planning.</p>
<p><u>Student Teaching Experience Video & Self-Evaluation</u> During the semester, each student will be required to teach six lessons (three at a junior high, three at a high school). As part of this process, you will be required to film yourself teaching 15 minutes of <u>one</u> of your lessons. You will then upload your video and a self-reflection of this experience to Canvas by the due date. This assignment should be completed January - March. Permission must be granted by the teacher in advance. *If you are currently student teaching, please contact the professors about this assignment.</p>
<p><u>Teaching Evaluations by Cooperating Teachers</u> The Teaching Evaluation Survey must be filled out (online via Qualtrics Survey) by both cooperating teachers after you’ve taught all three lessons. You will receive the results of each survey after you’ve completed this assignment. More instructions are available on Canvas. *If you are currently student teaching, please contact the professors about this assignment.</p>

Peer Review Lesson Plan (Discussion Board)

You will create three lesson plans within your assigned strand. All rough drafts must be uploaded to the class Google Drive **one day before** the peer review activity in class. During the peer review, you will evaluate two of your peers' lesson plans using a provided rubric. Each critique is worth **10 points**, and **no late submissions** will be accepted—lesson plans must be uploaded by the due date to receive credit. Additional instructions will be provided on **Canvas** and discussed in class.

Human Sexuality Law & Policy Training

“Human Sexuality Law & Policy” is a required course provided through the State Board of Education that each health teacher must complete to teach human sexuality education in schools. Complete this course online and submit your certificate of completion to Canvas.

Strand Group Lesson Presentation

Each strand group will be given 60 minutes to teach lessons from their unit lesson plan. Presentation dates will be assigned, and each student within the strand group will present their lesson individually. Evaluations will be conducted individually by both professors and classmates.

****Do not repeat material covered in HLSC 4100, and avoid lecturing or teaching a test or quiz. Instead, focus on showcasing the best activities your group has developed to engage and educate the class effectively.**

Unit Lesson Plans & Group Packet

Topics will be assigned, and each student will develop three individual lesson plans related to their assigned strand. As a group, you will compile these lesson plans into a unit lesson plan packet. You may use materials found online, in other classes, etc., but you cannot use worksheets, activities, or lecture notes from the HLSC 4100 class or packet. Please review the instructions below carefully.

Individual Requirements:

You will create and submit the following by yourself:

1. Develop three lesson plans related to your assigned strand. Each lesson plan is worth 65 points.
2. Submit each lesson plan with all supplemental materials needed to teach the lesson on Canvas.
Supplemental materials may include:
 - PowerPoint, Prezi, Nearpod, etc.
 - Detailed activity directions.
 - Graphic organizers
 - Formative/summative assessments
 - Any other resources used
3. Upload all materials to the class Google Drive.

Group Requirements:

Your group will compile and submit a unit lesson plan packet that includes the following:

1. Cover Page (2 points):
 - Strand name and number.
 - Group member names.
2. Table of Contents (5 points):
 - List lessons in this format: Strand (#): Lesson (#): Title of the Lesson: Your Name.
3. Lesson Plans (18 points- 3 points per lesson plan)
 - Add each lesson in order as they are listed on the table of contents.
4. Unit Assessment (10 points):
 - Create a group unit assessment covering content from each group member's lessons and activities.
 - Include answer keys for exams and rubrics for projects.
5. Upload all materials to Google Drive as a group and submit a link to this file.

Helpful Tips:

****Please add your files to the Google Drive so they are easily identifiable:**

- Strand #, Lesson #, Topic of Lesson, Your first and last name
- Example: Strand 1, Lesson 1, SMART Goals, John Doe

****Compile all lesson plans for each strand in the same format you use when submitting them to us. This consistent format will make it easier for everyone to locate and review materials later.**

****Write and compile your materials professionally, ensuring they can be easily understood and used by others. Imagine you are preparing these materials for a substitute teacher with no prior knowledge of your content. Provide as many specific details as possible to ensure clarity and usability.**

Grading Policy

The following grading standards will be used in this class:

Grade	Percent
A	94-100%
A-	< 94-90%
B+	< 90-87%
B	< 87-84%
B-	< 84-80%
C+	< 80-77%
C	< 77-74%
C-	< 74-70%
D+	< 70- 67%
D	< 67-64%
D-	< 64-61%
E	< 61-0%

To succeed in this course, actively participate each week and submit all assignments on time. All assignments are accessible from the start of the semester, allowing you to work ahead if desired. However, discussion posts must be completed by their designated deadlines and the final exam cannot be taken early.

Assignment Deadlines:

All coursework is due by 11:59 p.m. (Mountain Time) on the date listed in Canvas. Avoid submitting assignments at 11:58 p.m., as they may not upload in time if still processing at 11:59 p.m. Do not email assignments if you miss the submission window.

Late Work Policy:

Late assignments are accepted for up to one week after the deadline, with a 10% deduction per day (up to 7 days). After the one-week grace period, late assignments will not be accepted.

Unexpected Circumstances:

If an unforeseen situation arises, please contact me immediately so we can discuss possible solutions. With the exception of the final exam, you are welcome to submit assignments early. In cases of prolonged absences, appropriate documentation, such as a doctor's note, may be required as verification.

Final Exam Policy:

The final must be completed during the last week of class (finals week) and cannot be submitted early. Missed finals cannot be made up.

Grading Timeline:

Assignments will be graded within two weeks of the due date. Check your grades regularly and notify me promptly if you encounter any issues.

Required or Recommended Reading Assignments

Recommended: “Activities That Teach” by Tom Jackson, “More Activities That Teach” by Tom Jackson, “Still More Activities That Teach” by Tom Jackson

General Description of the Subject Matter of Each Lecture or Discussion

Module	Topic
1	<ul style="list-style-type: none">• Course Introduction
2	<ul style="list-style-type: none">• Lesson Planning Basics• Writing Measurable Objectives
3	<ul style="list-style-type: none">• Accommodations for Diverse Learners• Autism Training Guest Speaker
4	<ul style="list-style-type: none">• Assessment (Formative & Summative)• Instructional Methods & Procedures
5	<ul style="list-style-type: none">• Evidence-Based Teaching Practices
6	<ul style="list-style-type: none">• Curriculum Mapping
7	<ul style="list-style-type: none">• Technology in Education

Module	Topic
8	<ul style="list-style-type: none"> • First 10 Days of School • Classroom Management
9	<ul style="list-style-type: none"> • Teaching Human Sexuality • Professionalism in Education
10	<ul style="list-style-type: none"> • TAP (Teacher Performance Assessment) • STER Evaluation Tool
11	<ul style="list-style-type: none"> • Peer Review- Lesson Plans
12	<ul style="list-style-type: none"> • Group Lesson Plan Presentations
13	<ul style="list-style-type: none"> • Group Lesson Plan Presentations
14	<ul style="list-style-type: none"> • Group Lesson Plan Presentations
15	<ul style="list-style-type: none"> • Cooperating Teachers & Student Teachers Panel
Finals Week	<ul style="list-style-type: none"> • Final

Required Course Syllabus Statements

Generative AI

Artificial Intelligence (AI) Expectations and Requirements

Students are permitted and encouraged to utilize AI tools and resources as part of their class assignments and studies. AI can be a valuable asset for research, content generation, data analysis, and more. However, students must use these tools responsibly and ethically.

When using AI, you should:

- **Acknowledge Assistance:** Clearly indicate when and how AI tools have been used in your work. Properly cite any AI-generated content or contributions as you would with any other source.
- **Maintain Academic Integrity:** Ensure that your use of AI does not compromise the originality of your work. Avoid using AI for tasks that should be completed independently, such as exams or assignments requiring personal reflection.
- **Verify Accuracy:** Be critical of the information generated by AI, as it may not always be accurate or appropriate. Always verify and cross-check information from reliable sources.

Responsible use of AI can enhance your learning experience and provide valuable insights. However, misuse or over-reliance on AI can hinder your academic development. Use these tools thoughtfully and in alignment with the college's academic integrity policies.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specialty dedicated space for meditation, prayer, reflection, or other forms of religious expression.