

## Health Education for Teachers (HED 105)



**Industry Sector:** [Education, Child Development and Family Services](#)

**Pathway:** Education

This course provides introductory knowledge of broad health-related issues that are relevant to the K-12 curriculum. In addition, topic areas will cover primary and secondary school health education curriculum design, basic legal issues of health education in California, discussion of community resources, behavior modification techniques. This course is designed to meet the state of California health education requirement for the K-12 teaching credential. This class is one unit so expect to spend at least four hours a week on the material.

**Last Revised:** August 10, 2017

Program Information	CTE Certification Elements
<p><b>Industries / Pathways:</b> Education, Child Development, and Family Services Industry: Education Pathway</p> <p><b>Grade Levels:</b> 12</p> <p><b>CSU/UC Approval:</b> N</p> <p><b>Community College Course:</b> Yes</p> <p><b>Pathway Sequence(s) That Include This Course:</b></p> <p><b>Education Pathway Course Sequence:</b> Introduction to Health and Human Services Careers or Health Professions and Organizations First Aid, Emergency Response and CPR Career Explorations</p>	<p><b>Course Level:</b> Capstone</p> <p><b>CALPADS Pathway:</b> EDU - 132</p> <p><b>CALPADS Course Title:</b> Health Education for Teachers</p> <p><b>State Course ID:</b> 7531</p> <p><b>Total Hours:</b> 15</p> <p><b>Course Length:</b> 1 Semester</p> <p><b>Local Course Number:</b> HED 105</p> <p><b>Board Approval:</b> Pending Board Action on 12/7/17</p> <p><b>Labor Market Demand:</b> High</p> <p><b>Course Type:</b> Career-Technical Preparation</p>

Education & Technology I Education & Technology II Education Internship (10th, 11th, 12th) PSYC 120 Intro to Psychology or COMM 103 Public Speaking ED 200 Teaching as a Profession <i>HED 105 Health Education for Teachers</i> CD 125 Child and Adolescent Development	
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## Competencies / Outcomes

Students will be able to:

1. Analyze risk and preventive factors for health problems that affect youth in the United States.
2. Discuss and design appropriate grade-level curriculum, lesson planning and teaching methods as defined by state mandated scope and sequence guidelines that will effectively influence youth to embrace healthy lifestyle choices.
3. Discuss the legal issues of health education in the public schools in California.
4. Analyze social and cultural influences that can impact health and lifestyle choices including nutrition and exercise patterns, access to health care, etc.
5. Compare and contrast the effects of optimal health and poor health on student learning and academic performance, including but not limited to childhood nutrition, sleeping patterns and exercise habits.

## Standards

### California's 2013 CTE Standards

1. CTE.ECDFS.C.4.3 [Describe the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans](#)
2. CTE.ECDFS.C.4.4 [Demonstrate how to use certified first aid, cardiopulmonary resuscitation \(CPR\), and other emergency procedures.](#)
3. CTE.ECDFS.C.4.2 [Recognize the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment](#)
4. CTE.ECDFS.C.4.1 [Identify state and federal environmental and safety regulations and the use of Material Safety Data Sheets \(MSDS\) as they relate to the education industry](#)
5. CTE.ECDFS.C.5.1 [Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents](#)
6. CTE.ECDFS.C.5.2 [Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents](#)

7. CTE.ECDFS.C.5.3 [Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents](#)
8. CTE.ECDFS.C.6.1 [List common behavior problems, possible causes, and develop potential positive solutions](#)
9. CTE.ECDFS.C.6.2 [Define the types of positive guidance techniques that are used in various ages and stages of a child's development.](#)
10. CTE.ECDFS.C.6.3 [Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others](#)
11. CTE.ECDFS.C.6.4 [Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline](#)
12. CTE.ECDFS.C.6.5 [Develop strategies for building relationships with all stakeholders](#)
13. CTE.ECDFS.C.7.1 [Identify relevant curriculum standards and demonstrate their use in instruction](#)
14. CTE.ECDFS.C.7.3 [Understand the types, important elements, and purposes of student assessments](#)
15. CTE.ECDFS.C.7.5 [Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.](#)
16. CTE.ECDFS.C.7.6 [Practice using teaching strategies that promote student learning, critical thinking, and problem solving](#)
17. CTE.ECDFS.C.8.1 [Describe crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.](#)
18. CTE.ECDFS.C.8.2 [Identify services available to at-risk students and how to link students to resources](#)
19. CTE.ECDFS.C.8.3 [Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions](#)
20. CTE.ECDFS.C.8.4 [Research the nutritional needs of children and the allergies commonly associated with food.](#)
21. CTE.ECDFS.C.8.5 [Detect common indicators of nutrition-related disorders and diseases](#)
22. CTE.ECDFS.C.9.1 [Recognize the factors that influence effective communication between the school and home and how to foster familial involvement](#)
23. CTE.ECDFS.C.9.2 [Summarize the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families and the school.](#)
24. CTE.ECDFS.C.9.3 [Explain issues of diversity and how to exhibit sensitivity to cultural differences](#)
25. CTE.ECDFS.C.10.1 [Evaluate various types and sources of quality, developmentally appropriate materials and equipment](#)
26. CTE.ECDFS.C.10.2 [Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.](#)
27. CTE.ECDFS.C.10.3 [Assess available materials and resources for quality, accuracy, relevance, and grade appropriateness](#)
28. CTE.ECDFS.C.10.4 [Design grade-appropriate instructional materials and resources, including those that augment educational materials adopted by the State Board of Education](#)
29. CTE.ECDFS.C.11.2 [Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance](#)
30. CTE.ECDFS.C.11.4 [Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning](#)
31. CTE.ECDFS.C.11.5 [Research the common typical and atypical learning challenges for students in a variety of curricular areas](#)

# Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects

## Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

## Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

## Units

Lesson plans for instructors can be found on CTE Online.

### Unit 1 - Stress Management

#### Description

This unit will focus on stress management and how stress can be positive and negative which can affect the body both physically and mentally. Students learn how to identify stressors, techniques to decrease stress through self and time management.

#### Key Topics/ Activities

- The Effects of Stress on the Body
- Managing Stress (Identify Stressors, Positive and Negative Responses)
- Self management versus time management

Content and performance skills will be assessed through a written competency.

## Unit 2 - Nutrition

### Description

This unit will explore the importance of the new nutrition initiative from the United States Department of Agriculture called, MyPlate. Students learn the importance of healthy eating styles depend on variety, amount and nutrition. Through the activity of reading food labels student will be able to identify and describe the main parts of a food label, explain the nutritional facts, what ingredients are in our food and what the role of preservatives and processing goes into our food. As a final product students will monitor and record everything they eat in a single 24 hour period. Students will use web resources to evaluate their food log and reflect on their nutritional intake.

### Key Topics/ Activities

- Nutritional guidelines and recommendations
- Reading food labels to make decisions about health and weight management
- Nutrition application using scenarios to make nutritional recommendations

Content and performance skills will be assessed through a written competency.

## Unit 3 - Exercise & Physical Activity

### Description

This unit will explore the role of metabolism in the body as it relates to the amount of calorie intake and how the body processes nutrients for energy. Students learn the health benefits of an active lifestyle through aerobic and anaerobic exercise. Identify ways in which physical activity helps control weight, improve sleep and can improve academic performance.

### Key Topics/Activities

- The Role of Metabolism and Activity Level
- Strong Bones and Muscle: Roles of nutrition, activity, and human development
- Aerobic vs Anaerobic exercise and the effect on the cardiovascular system

Content and performance skills will be assessed through a written competency.

## Unit 4 - Human Sexuality

### Description

This unit will explore how sexuality develops, identify the physical, mental/ emotional and social changes that occur through adolescence. Students learn about issues faced by gay, lesbian, bisexual, and transgender people and to promote acceptance and respect for all people irrespective of their sexual orientation. Through the analysis of the reproductive system students learn the relationship between good and personal hygiene and disease prevention. Students to understand how the body works and recognize the importance of early detection in treatment of conditions involving the male and female reproductive system. Students also learn the male and female reproductive anatomy and the function of each part.

### Key Topics/Activities

- Sexuality including sex, gender, gender identity, sexual orientation and LGBTQIA
- Reproductive System
  - Personal hygiene
  - Ovulation
  - Menstruation
  - Sperm Production
  - Fertilization
  - Reproduction

Content and performance skills will be assessed through a written competency.

## Unit 5 - Teen Pregnancy, & Sexually Transmitted Diseases

### Description

Topic focus of this unit expands and deepens knowledge first introduced in Unit 5, the Reproductive System. Students will analyze the benefits of abstinence from sexual activity and evaluate the effectiveness of abstinence, barrier and chemical methods. Students will also learn how people can contract STDs, describe what happens to the body when the disease is contracted and identify ways of prevention.

### Key Topics/ Activities

- Sexuality and Making Responsible Decisions (Prevention ABCs: Abstinence, Barrier Methods and Chemical Methods)
- STDs: Cause, Symptoms, Treatment and Prevention

Content and performance skills will be assessed through a written competency.

## Unit 6 - Substance Abuse

### Description

This unit will develop a basic understanding of drug use and abuse. Through this unit, students will be able to describe how peer pressure, media and risk taking can influence drug use. Students learn how drug use is affected by biological, genetic and pharmacological factors as well as cultural, social, and contextual factors. Students will be able to identify and describe way to prevent drug use.

### Key Topics/ Activities

- The effects of drugs on the body, brain and Nervous System
- Prescription Drug Abuse
- Peer Pressure and Risk Taking
- Drug Abuse Prevention

Content and performance skills will be assessed through a written competency.

## Unit 7 - Violence & School Safety

### Description

This unit will identify factors that cause conflict, violence and how it can affect the safety of the school and students. Students learn consequences and conflict resolution to promote the school culture.

### Key Topics/ Activities

- Emotional and Verbal Abuse
- Sexual Abuse
- Physical Abuse
- Bullying
- School Safety Procedures

Content and performance skills will be assessed through a written competency.