

Minnesota State University Moorhead

HLTH 335: Health Education and the Middle Level Adolescent

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

HLTH 110 - Personal Health and Wellness

Corequisites: None

MnTC Goals: None

The middle level adolescent (children between the ages of 10 and 14) experiences dramatic changes in nearly every aspect of their physical, social, emotional, and intellectual lives. Health Education and the Middle Level Adolescent addresses these special considerations, as well as the special role of health education within the goals and philosophy of the middle level approach.

B. COURSE EFFECTIVE DATES: 11/19/2002 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Outline the purpose and steps for designing interdisciplinary and thematic units.
2. Demonstrate teaching techniques that cater to the unique cognitive, social, emotional, and physical needs of the middle level adolescent.
3. Develop an interdisciplinary unit including health education and at least two other content areas, with students from other methods courses.
4. Develop developmentally appropriate assessment techniques that measure cognitive abilities, skills and affective areas.
5. Discuss the pros and cons of a variety of cooperative learning strategies appropriate for the middle level students.
6. Evaluate resources and determine their appropriateness for use with the middle level adolescent.
7. Explain the philosophy of middle level education and the design of a true middle school.
8. Explain the role of the health educator as a team or satellite team member.
9. Demonstrate the use of classroom assessment techniques and give examples of how to modify a lesson based on results.
10. Describe classroom management for communicating with parents.
11. Describe disciplinary approaches appropriate for the middle level student.
12. Design age appropriate strategies based on the specific characteristics of middle level students.
13. Design instructional tasks that will result in mastery of the tasks the middle level performance packages.
14. Develop instructional strategies to meet different learning styles and multiple intelligences.
15. Discuss the pros and cons of mixed ability grouping in the health education classroom.
16. Explain how to develop resiliency in the young adolescent.
17. Identify priority areas in health education using the National Health Education Standards, performance indicators (5-8), the CDC priority areas and Minnesota graduation standards.
18. Summarize eight different cooperative learning approaches.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted