# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:**  **Health Science** | Course Title and Number1 | Course Title and Number2 | Course Title and Number3 | Course Title and Number4 | Course Title and Number5 | Course Title and Number6 | Course Title and Number7 | Course Title and Number8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject Health Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards for health education and applicable English Language Development Standards. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers demonstrate the ability to teach the state-adopted academic content standards for students in health science. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers demonstrate a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educators within a coordinated school health (CSH) program. |  |  |  |  |  |  |  |  |
| 1. They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers recognize and are sensitive to differences in individual growth and development and variation in culture and family life. |  |  |  |  |  |  |  |  |
| 1. They assess individual and community needs for health education by interpreting health-related data about social and cultural environments. |  |  |  |  |  |  |  |  |
| 1. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. |  |  |  |  |  |  |  |  |
| 1. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. |  |  |  |  |  |  |  |  |
| 1. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. |  |  |  |  |  |  |  |  |
| 1. They apply a variety of risk assessment skills and prevention strategies to health-related issues. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers demonstrate effective and culturally sensitive communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. |  |  |  |  |  |  |  |  |
| 1. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also teach students to write argumentative and expository text in the content area, and they understand how to teach speaking and listening skills including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of health education. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. |  |  |  |  |  |  |  |  |