



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Health Education

The **Health Education** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 113)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Personal Health and Wellness	0001–0006	36	1
➤ Disease and Drug Abuse Prevention	0007–0010	24	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ Test II (Test Code 114)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Social Relationships and Family Living	0011–0015	30	1
➤ Community Health and Safety	0016–0020	30	1
TOTAL		60	2
Percentage of Test Score		80%	20%



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TEST FRAMEWORK

Health Education

Personal Health and Wellness

0001 Understand human growth and development.

For example:

- demonstrating knowledge of patterns, stages, and characteristics of physical, cognitive, social, and emotional growth and development
- recognizing factors that affect physical, cognitive, social, and emotional growth and development in childhood and adolescence (e.g., effects of economic factors on child development)
- analyzing factors that affect maturation from childhood to adolescence and from adolescence to young adulthood and ways to address these transitions
- analyzing ways in which heredity, environment, and the complex interaction of both affect human growth and development

0002 Understand the structures and functions of the major body systems and the relationship of personal health to body systems and their functioning.

For example:

- identifying major components, functions, and actions of the endocrine/immune, skeletal, muscular, circulatory, respiratory, digestive, and reproductive systems
- demonstrating knowledge of how lifestyle factors (e.g., those related to nutrition, alcohol, tobacco products, other drug use) affect the functioning of major body systems
- recognizing characteristics and symptoms of medical conditions and diseases (e.g., asthma, diabetes, sickle cell) that affect the body systems of children and adolescents and methods of treating and managing these conditions
- analyzing how major body systems produce movement, use energy, adapt to physical activity, and contribute to personal health and fitness
- identifying physiological changes (e.g., lowered resting heart rate, improved cholesterol ratios) that result from regular participation in physical activity

0003 Understand principles and techniques for promoting personal care and hygiene.

For example:

- identifying methods for promoting self-care, safe behaviors, and injury prevention techniques during childhood
- recognizing the importance of and strategies for developing personal hygiene habits that maintain health and prevent illness
- demonstrating knowledge of strategies and skills for maintaining an adequate level of personal grooming and hygiene during puberty and adolescence
- recognizing ways to prevent illness and disease by applying sanitation and cleaning procedures in the home, school, and community
- recognizing the importance of adequate sleep, rest, exercise, and regular medical and dental checkups
- demonstrating knowledge of the relationship between specific behaviors and personal health (e.g., the connection between overeating and hypertension) and how to set goals for improving health and lifestyle based on an individual health risk assessment

0004 Understand nutrients and nutritional requirements.

For example:

- identifying the functions and sources of nutrients (i.e., carbohydrates, proteins, fats, vitamins, minerals, and water)
- recognizing components and principles of the current Food Guide Pyramid and *Dietary Guidelines for Americans* and regulations related to food labels and packaging
- describing the components of a balanced diet and nutritional requirements for different age groups and special needs (e.g., young children, vegetarians, individuals with diabetes)
- analyzing the reliability of various sources of information about food and nutrition (e.g., food labels) and about related products (e.g., dietary supplements, food additives)
- recognizing techniques and principles for planning nutritious meals or daily food plans based on the current Food Guide Pyramid and dietary guidelines
- identifying principles, techniques, and methods for preparing, storing, and handling various types of food to preserve their nutritive value and to prevent food-borne illnesses and other health risks
- identifying the roles and functions of local, state, and national health resources that promote acceptable nutritional practices (e.g., Food and Drug Administration, American Cancer Society, National Dairy Council, local cooperative extension, National Institutes of Health, American Dietetic Association)

0005 Understand the effects of food choices and eating patterns on personal health and weight management.

For example:

- identifying factors that affect food choices and eating habits (e.g., marketing and advertising practices; psychological, economic, and cultural factors) and ways in which food choices and eating patterns affect growth, development, and body composition
- recognizing nutritional deficiencies and excesses, dietary disorders, and health problems associated with nutrition (e.g., eating disorders, malnutrition, obesity)
- demonstrating knowledge of how to investigate the nutritional value of various fast foods and how to distinguish between nutritionally sound snacks and unhealthy choices
- demonstrating knowledge of how to evaluate an individual's diet relative to personal needs, dietary guidelines, and energy balance (i.e., caloric intake versus energy expenditure) and how to design a plan for improvement
- analyzing weight management plans, products, and marketing strategies in terms of sound nutritional practices and their lifelong effects on personal health
- demonstrating knowledge of the impact of personal food choices on future health and how to choose eating patterns that enhance energy, growth, and health

0006 Understand the components of health-related fitness and procedures for developing and maintaining personal fitness.

For example:

- recognizing the components of health-related physical fitness, activities and strategies for achieving and maintaining physical fitness, and the relationship between physical activity and stress management
- demonstrating knowledge of principles, techniques, and activities for developing and maintaining healthful levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition
- recognizing types and principles of physical fitness training and appropriate levels of intensity, frequency, and duration in conditioning activities through progression
- demonstrating knowledge of how to use fitness assessment results to identify strengths and weaknesses in relation to fitness components and to establish personal goals for health-related fitness
- applying knowledge of principles and techniques for designing and implementing individualized fitness and weight-management plans (e.g., setting realistic, short-term goals; monitoring caloric intake and expenditure)
- recognizing ways in which activity participation patterns change throughout the life span and strategies for motivating individuals to persevere in personal fitness plans

Disease and Drug Abuse Prevention

0007 Understand the nature of disease, types of diseases, and the role of disease prevention and control in the promotion of health.

For example:

- recognizing types, causes, and characteristics of diseases (e.g., chronic, degenerative, communicable, noncommunicable) and methods for detecting and preventing them
- recognizing how genetic factors, environmental factors, and personal choices contribute to disease
- demonstrating knowledge of the role of the body's immune system in preventing disease and identifying other biological and physiological processes involved in reducing risks and delaying onset of disease
- recognizing principles and methods (e.g., inoculation, quarantine, proper sanitation practices) for preventing the spread of communicable diseases

0008 Understand types, characteristics, and effects of sexually transmitted diseases (STDs), including HIV/AIDS, and methods of STD prevention.

For example:

- demonstrating awareness of causes, symptoms, long-term effects, diagnostic tests, available treatments, and trends related to sexually transmitted diseases
- recognizing the cause of HIV/AIDS, known ways in which HIV/AIDS is transmitted, behaviors that increase the risk of contracting HIV/AIDS, and the effects of HIV/AIDS infection
- demonstrating knowledge of methods of preventing pregnancy (e.g., abstinence) and sexually transmitted diseases, including HIV/AIDS, and their effectiveness
- analyzing how public health policies and government regulations influence health promotion and disease prevention and how disease prevention and control are influenced by research, technology, and medical advances

0009 Understand the role of prevention of tobacco, alcohol, and other drug use in the promotion of personal health.

For example:

- recognizing safe and appropriate uses of medicine, benefits of drugs for medical purposes, and concepts and terms associated with medicines and drugs (e.g., legal issues related to prescription medications)
- demonstrating knowledge of the dangers of taking medicines or drugs for nonmedical purposes and the effects of drug interactions that occur with using medicines in combination
- demonstrating knowledge of the classification and characteristics of alcohol, tobacco, and other drugs (e.g., stimulants, hallucinogens, inhalants, steroids) and the body's reactions to various classes of drugs (e.g., the effects of tobacco on the respiratory and circulatory systems)
- recognizing factors that contribute to the use of tobacco, alcohol, and other drugs (e.g., media messages, peer pressure) and the health risks and social costs of self-medication, alcohol and chemical dependency, and substance abuse
- demonstrating awareness of how alcohol, tobacco, and the nonmedical use of drugs affect personal goals, educational opportunities, and occupational choices
- recognizing how adolescent and teen use of alcohol and other drugs contributes to accidents, crime, suicide, mortality, and sexual activity
- demonstrating awareness of alcohol, tobacco, and other drug dependencies as treatable diseases or conditions and of appropriate community resources for treatment

0010 Understand the role of resistance, refusal, goal setting, and decision making in preventing risks to personal health.

For example:

- demonstrating knowledge of how to assess risk factors (e.g., heredity, family and peer drug use, academic failure) and protective factors (e.g., positive adult models, self-esteem, coping skills, knowledge of resources, self-sufficiency) related to personal health and safety practices
- demonstrating knowledge of the personal and social consequences of risk-taking behaviors and how personal decisions about health-related behaviors can affect self and others
- demonstrating knowledge of goal-setting and decision-making skills and procedures that enhance health
- recognizing how sexual decisions are influenced by external factors (e.g., environment, media, peers) and identifying techniques for resisting persuasive tactics regarding sexual involvement
- analyzing alcohol, tobacco, and drug advertisements and promotional tactics critically and identifying strategies for developing counter-arguments and for resisting persuasive marketing techniques
- recognizing effective methods for using peer leadership skills, intervention skills, resistance and refusal skills, and sound decision making in preventing drug use and the transmission of disease

Social Relationships and Family Living

0011 Understand the importance of good mental health and psychological well-being as the basis for healthy relationships.

For example:

- identifying factors that promote a positive self-concept and self-esteem
- applying knowledge of behaviors and skills that communicate care, consideration, and respect for self and others
- recognizing factors that affect the development of good mental health, including issues related to self-worth, and strategies (e.g., goal setting) that promote positive psychological growth and development across the life span
- recognizing the importance of psychological and emotional well-being in childhood, adolescence, and adulthood and the interrelationship of mental, emotional, social, and physical health throughout the life span
- identifying signs, symptoms, physiological and psychological effects, and causes of stress and recognizing positive techniques for managing stress and adapting to change

0012 Understand interpersonal and social relationships.

For example:

- recognizing the functions and expectations of various types of interpersonal relationships (e.g., positive, negative, dependent)
- recognizing the dynamics of different types of groups (e.g., clubs, cliques, teams, gangs), positive and negative influences of groups, and the nature and importance of social support systems
- identifying ways in which various factors (e.g., social skills, communication skills, attitudes, prejudice) affect interpersonal and social relationships and recognizing appropriate standards to guide behavior in relationships
- analyzing social and cultural influences on interpersonal communication and ways in which verbal and nonverbal communication skills help build and maintain positive relationships
- applying knowledge of characteristics of positive and negative peer pressure, effects of peer pressure, and strategies for responding to positive and negative peer pressure
- recognizing influences related to choosing friends (e.g., self-identity, group acceptance), techniques for developing and maintaining friendships, and the effects of healthy and harmful friendship choices
- recognizing factors that affect decisions about dating (e.g., cultural norms, peer pressure) and the social, emotional, intellectual, and economic aspects of dating
- demonstrating knowledge of appropriate strategies for preventing and managing interpersonal conflicts (e.g., refusal, negotiation, collaboration, peer mediation, seeking help from professionals)

0013 Understand family roles, relationships, and responsibilities.

For example:

- identifying types of families, the roles of family members, and the responsibilities of families and family members
- recognizing the role of the family in the community, the impact of the family as a social system, and the influence of families on individuals and society
- analyzing the nature of relationships within families and strategies and behaviors that promote healthy, caring, and respectful family relationships
- applying knowledge of effective communication techniques within families and ways of expressing appreciation of the diverse perspectives, needs, and characteristics of individuals and families
- recognizing effective strategies for coping with changes that may occur in families (e.g., birth, death, marriage, divorce, relocation, unemployment)

0014 Understand family planning and parenting.

For example:

- recognizing decision-making processes and considerations related to planning a family and becoming a parent (e.g., a commitment to nurture, guide, care for, and support the child)
- recognizing stages of, and physical changes that occur during, pregnancy and childbirth; nutritional requirements during pregnancy; and the effects of alcohol, tobacco and other drugs, diseases, lifestyle, and environmental conditions on prenatal health
- analyzing changes in prospective parents' lifestyles, responsibilities (e.g., financial, social, emotional, educational, legal) before and after the birth of a baby, and factors and considerations related to preparation for parenthood
- demonstrating knowledge of the roles of parents, caregivers, and family members in guiding and directing children's behavior, supporting a strong family, and promoting the health of children

0015 Understand family health resources and family consumerism.

For example:

- recognizing types and characteristics of various health-care models and the roles of various health-care professionals and agencies in delivering services
- recognizing cost, accessibility, and availability issues related to community and family health-care services
- demonstrating knowledge of the social, cultural, and economic conditions that affect the family; private and government services available to assist families with a variety of disadvantaging conditions; and factors related to providing family services (e.g., sensitivity to cultural differences, confidentiality)
- recognizing issues related to family living (e.g., separation, loss, divorce, abuse, teen pregnancy), their effects on family health, and appropriate resources and strategies for addressing these issues
- distinguishing among health products, resources, and services based on sound scientific research and identifying appropriate uses of health-care and family services to meet specific needs

Community Health and Safety

0016 Understand the role of accident prevention in the promotion of personal safety and community health.

For example:

- identifying common causes and effects of accidents, behaviors that contribute to injuries (e.g., use of drugs, fatigue, speeding), and methods of preventing various types of injuries and accidents
- recognizing appropriate ways to respond to accidents, sudden illness, or situations involving hazardous conditions
- recognizing safety principles and practices for use in automobiles, in the home, at school, and in the community (e.g., on the playground, in and around vehicles, on the street, in or near water, around animals)
- demonstrating knowledge of dangers and safety precautions that individuals should take in special conditions (e.g., when home alone, fire, being approached by strangers, when lost, on the Internet)

0017 Understand environmental health issues and safety practices.

For example:

- identifying the characteristics of safe and unsafe places to play in the home, school, neighborhood, and community
- recognizing safety principles and skills for play, recreation, and travel (e.g., when hiking, bicycling, skateboarding, in-line skating, navigating traffic)
- recognizing the causes and effects of natural disasters and extreme weather and temperature emergencies
- demonstrating knowledge of sources, characteristics, and potential health effects of various environmental factors and conditions (e.g., hazardous substances; environmental dangers; air, water, and noise pollution)
- analyzing methods for minimizing or managing health risks related to the environment and for treating injuries that result from environmental hazards

0018 Understand first-aid and emergency procedures and planning.

For example:

- applying knowledge of appropriate first-aid and emergency medical procedures for injuries or sudden illness occurring in the home, school, and community
- recognizing universal precautions and procedures for caregivers to use in situations that may involve contact with other people's bodily fluids
- demonstrating knowledge of appropriate principles and procedures for cardiopulmonary resuscitation (CPR) and use of automated external defibrillators (AEDs)
- applying knowledge of principles and procedures for formulating a responsible safety plan for emergencies
- applying knowledge of first-aid procedures for choking victims

0019 Understand the importance of violence prevention and conflict resolution in the promotion of community health and safety.

For example:

- analyzing causes of conflict among youth (e.g., bullying, sexual harassment, gangs, rumors and gossip) and appropriate strategies for handling such conflicts
- identifying potentially violent social situations and appropriate strategies for minimizing risk factors and avoiding threatening situations
- identifying the consequences associated with unsafe behavior and the use of alcohol and other drugs (e.g., violence, rape, driving under the influence) and methods for countering unsafe and aggressive behavior and intimidation
- demonstrating knowledge of effective communication, negotiation, resistance, and conflict-resolution skills (e.g., identifying the nature of conflict, restating, collaborating, expressing feelings, active listening, using empathy)
- recognizing signs, symptoms, causes, and effects of self-destructive behavior (e.g., substance abuse, risk taking, bulimia, self-mutilation) and identifying appropriate sources of help for individuals exhibiting self-destructive behaviors

0020 Understand community and public health issues and resources.

For example:

- recognizing threats to personal safety (e.g., abuse, neglect, rape) and local support systems related to safety
- identifying types, sources, and characteristics of community and public health-care resources, facilities, and professionals (e.g., libraries, public health departments, agencies)
- recognizing community resources and activities that help prevent or address alcohol, tobacco, and other drug use (e.g., recreational activities, clubs and organizations, involvement in groups such as S.A.D.D., Al-Anon, and Alateen)
- evaluating the influence of culture, media, environment, technology, and other factors on community and public health issues
- identifying legislation, agencies, and policies (e.g., those related to smoking in public places, seat belts, helmets) that support the community, protect the public, and promote health-related practices