



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Health and Physical Education

The **Health and Physical 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 115)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Personal Health and Development	0001–0004	22	
➤ Disease and Health-Risk Prevention	0005–0008	22	1
➤ Family and Social Relationships	0009–0011	16	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ Test II (Test Code 116)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Motor Learning, Motor Development, and Movement Concepts	0012–0015	20	
➤ Health-Related Fitness	0016–0019	20	1
➤ Sports and Lifetime Activities	0020–0023	20	1
TOTAL		60	2
Percentage of Test Score		80%	20%



Georgia Assessments for the
Certification of Educators®

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TEST FRAMEWORK

Health and Physical Education

Personal Health and Development

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
- recognizing common health-related problems of childhood and adolescence and methods of preventing and treating childhood illnesses
- identifying ways in which various diseases affect the functioning of major body systems
- evaluating the impact of various factors (e.g., inactivity, disease, diet) on body systems
- analyzing the impact of body systems and their functioning on personal health



0003 Understand nutritional requirements and the impact of nutrition on personal health.

For example:

- identifying functions and sources of nutrients (i.e., carbohydrates, proteins, fats, vitamins, minerals, and water) and the nutritional value of various foods
- recognizing dietary disorders and health problems associated with nutritional deficiencies and excesses and the relationship between nutrition and disease prevention
- recognizing components and principles of the Food Guide Pyramid, the *Dietary Guidelines for Americans*, and regulations related to food labels and packaging
- analyzing factors (e.g., psychological, economic, cultural) affecting food choices and eating habits and ways in which food choices and eating patterns affect growth and development, body composition, and health
- evaluating the nutritional components of a balanced diet and nutritional requirements for individuals from different age groups and with special needs (e.g., young children, vegetarians, individuals with diabetes)
- demonstrating knowledge of how to evaluate weight management plans and dietary information in terms of sound nutritional practices and their lifelong effects on personal health
- identifying principles, techniques, and methods for preparing, storing, and handling various types of food to preserve their nutritive value and to prevent foodborne illnesses and other health risks



0004 Understand principles of and techniques for personal care and safety.

For example:

- identifying methods for promoting self-care, safe behaviors, and injury prevention techniques during childhood
- recognizing the importance of developing personal hygiene habits required to maintain health and prevent illness or disease
- recognizing safety principles and practices for use in the home, at school, on the playground, in and around motorized and nonmotorized vehicles, on the street, in or near water, and around animals
- recognizing the importance of adequate sleep, rest, exercise, and medical and dental checkups
- demonstrating knowledge of universal precautions; appropriate procedures for cardiopulmonary resuscitation (CPR); use of automated external defibrillator (AED); and first-aid and emergency care for shock, bleeding, broken bones, and other injuries
- demonstrating knowledge of prevention strategies and first-aid care for sports- and activities-related injuries (e.g., sprains/strains, abrasions, concussions)
- identifying common causes and effects of accidents, factors that contribute to injuries (e.g., use of alcohol or drugs, fatigue), and methods of preventing various types of accidents
- demonstrating knowledge of dangers and safety precautions that individuals should take in special conditions (e.g., bad weather, when home alone, fire, being approached by strangers, when lost)

DISEASE AND HEALTH-RISK PREVENTION

0005 Understand types of disease and the role of disease prevention and control in maintaining 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 genetics and health-related choices contribute to disease and methods for reducing risks and delaying onset of disease
- demonstrating awareness of causes, symptoms, long-term effects, diagnostic tests, available treatments, and facts related to sexually transmitted diseases
- recognizing 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 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

0006 Understand the role of prevention of tobacco, alcohol, and drug use in the promotion of personal health.

For example:

- recognizing safe and appropriate use of medicine, benefits of drugs for medical purposes, and concepts and terms associated with medicines and drugs
- 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, over-the-counter drugs) and the body's reactions to various classes of drugs
- recognizing factors (e.g., media messages, peer pressure) that contribute to the use of tobacco, alcohol, and other drugs and the health risks and social costs of self-medication, alcohol and chemical dependency, and substance abuse
- analyzing 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 drugs contributes to accidents, crime, suicide, and mortality
- demonstrating awareness of alcohol, tobacco, and other drug dependencies as treatable diseases or conditions and of appropriate community resources for treatment

0007 Understand the importance of violence prevention and conflict resolution in the promotion of personal health.

For example:

- identifying potentially risky, threatening, and violent situations (e.g., abusive relationships, gang involvement) and appropriate strategies for minimizing risk factors and avoiding or reducing exposure to such situations
- identifying the consequences associated with unsafe behavior and the use of alcohol and drugs (e.g., violence, date rape, driving under the influence) and methods for countering aggressive behavior and intimidation
- demonstrating knowledge of effective communication and conflict-resolution skills for managing interpersonal conflicts (e.g., identifying nature of conflict, restating, collaborating, expressing feelings, active listening, using empathy)
- demonstrating knowledge of appropriate strategies for preventing and managing negative social situations (e.g., refusal, resistance, negotiation, seeking help)
- analyzing causes of conflict among youth (e.g., bullying, sexual harassment, gangs) and appropriate strategies for handling such conflicts
- recognizing threats to children's safety (e.g., neglect, abuse), procedures for addressing these threats (e.g., identifying, reporting), and local support systems related to children's safety
- recognizing signs, symptoms, and causes of self-destructive behavior (e.g., poor schoolwork, health problems) and identifying appropriate sources of help for individuals exhibiting these behaviors

0008 Understand the role of critical thinking and decision-making skills in reducing risks to personal and community health.

For example:

- demonstrating knowledge of the personal and social consequences of risk-taking behaviors (e.g., injury, legal difficulties) and how personal decisions about health-related behaviors can affect self and others
- identifying the relationship between particular behaviors and health (e.g., the link between smoking and cancer) and the short-term and long-term benefits of a healthful lifestyle
- 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
- critically analyzing alcohol, tobacco, and drug advertisements and promotional tactics for developing counterarguments and resisting persuasive marketing techniques
- recognizing the use of positive behavior alternatives and sound decision making in preventing the transmission of disease

FAMILY AND SOCIAL RELATIONSHIPS

0009 Understand interpersonal relationships.

For example:

- recognizing the importance of the components of character education (e.g., respect, honesty)
- recognizing the importance of positive self-concept and psychological well-being as the basis for healthy interpersonal relationships
- recognizing the functions and expectations of various types of interpersonal relationships (e.g., positive, negative, dependent)
- identifying ways in which various skills (e.g., social interaction skills, listening skills) affect interpersonal 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 techniques for developing and maintaining friendships, the characteristics and benefits of healthy peer relationships, the effects of harmful friendships, the effects of peer pressure, and strategies for responding to peer pressure in a positive manner
- recognizing factors that affect decisions about dating (e.g., cultural norms, peer pressure) and the social, emotional, intellectual, and economic aspects of dating

0010 Understand family relationships and their impact on the well-being of individuals and society.

For example:

- identifying types of families, the roles of family members, the role of the family in the community, and the benefits of family participation in community activities
- recognizing the family as a social system and the influence of families on individuals and society
- analyzing the nature of healthy family relationships and strategies and behaviors that promote caring and respectful family relationships
- applying knowledge of effective communication and coping techniques within families and ways of expressing appreciation of the diverse perspectives, needs, and characteristics of individuals and families
- recognizing the social, cultural, and economic conditions that affect the family; community, private, and government resources and 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)
- demonstrating knowledge of factors and considerations related to preparation for parenthood, the responsibilities of parents, and the role of parents in guiding and directing children's behavior
- recognizing considerations and procedures in family planning; stages of and physical changes that occur during pregnancy and childbirth; effects of drugs, diseases, lifestyle, and environmental conditions on prenatal health; and nutritional requirements during pregnancy

0011 Understand community relationships, community health issues, and community health-care resources.

For example:

- recognizing the dynamics of different types of community groups (e.g., clubs, organizations, teams, gangs), positive and negative influences of community groups, and the nature and importance of social support systems
- identifying types, sources, and characteristics of community health-care information (e.g., libraries, health agencies, health practitioners) and appropriate local health resources, clinics, or services for various health needs and problems
- analyzing cost, accessibility, and availability issues related to health-care services (e.g., immunizations, family planning)
- recognizing issues related to abuse, eating disorders, sexually transmitted diseases, teen pregnancy, violence, and suicide and their effects on community health
- demonstrating knowledge of the influence of culture, media, environment, technology, and other factors on community health
- 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

MOTOR LEARNING, MOTOR DEVELOPMENT, AND MOVEMENT CONCEPTS

0012 Understand principles of motor development and motor learning.

For example:

- recognizing principles, stages, sequences, and characteristics of motor development and motor learning
- demonstrating knowledge of the impact of cognitive, social, emotional, environmental, and health factors on motor development and learning and of how physical and developmental changes affect motor performance
- recognizing motor-learning concepts, such as practice, feedback, retention, transfer of learning, observational learning, and motor skill analysis
- applying knowledge of developmentally appropriate practice opportunities that promote acquisition of motor skills
- demonstrating knowledge of appropriate instructional prompts and cues for providing feedback to students about their motor performance

0013 Understand movement concepts and their role in improving motor skills.

For example:

- recognizing skill themes (e.g., locomotor, nonlocomotor, manipulative) and ways to promote application of these themes through exploration of movement concepts (e.g., spatial awareness, effort, relationships)
- demonstrating knowledge of how movement concepts are applied in the learning and development of new skills (e.g., using spatial awareness and body relationships in dance, throwing objects using opposition)
- distinguishing among similarities and differences in movement skills and motor patterns
- demonstrating knowledge of movement principles and concepts (e.g., motion, stability, balance, force projection and absorption, buoyancy, rotation, acceleration) and their application to motor skills and movement tasks
- analyzing various movement patterns in terms of biomechanical efficiency and effectiveness

0014 Understand principles and activities for developing locomotor, nonlocomotor, manipulative, and rhythmic movement skills.

For example:

- identifying critical elements of basic movement patterns (i.e., locomotor, nonlocomotor, manipulative, and rhythmic movement)
- recognizing locomotor skills (e.g., run, hop), nonlocomotor skills (e.g., twist, sway, static balance, weight transfer), and rhythmic/spatial compositions (e.g., dance movements and techniques)
- identifying techniques and motor patterns for throwing, catching, dribbling, kicking, and striking skills and for combinations of manipulative skills (e.g., catch and throw)
- recognizing combined or integrated use of locomotor, nonlocomotor, and manipulative skills and motor patterns (e.g., balancing patterns, jump and twist, pivot and throw)
- selecting appropriate techniques, skills, sequences, equipment, and materials for complex rhythmic, aerobic, and dance activities (e.g., tumbling routines, dance sequences)

0015 Understand the role of movement activities in the development of self-management skills and positive personal and social behaviors.

For example:

- recognizing how physical education settings, activities, rules, procedures, and practices promote self-management skills (e.g., taking turns, following directions, sharing space and equipment with others)
- identifying techniques and activities that promote cooperation and collaboration skills
- identifying movement activities that promote awareness of etiquette and safe interaction with others
- analyzing ways in which movement activities can promote positive personal attitudes and behaviors (e.g., independence, responsibility, confidence, honesty, self-control, perseverance)
- analyzing ways in which movement activities can promote positive social attitudes and behaviors (e.g., teamwork, sportsmanship, leadership, consideration of others, fairness, respect for diversity, loyalty, compassion)

HEALTH-RELATED FITNESS

0016 Understand exercise physiology, principles of fitness training, and the role of physical fitness in the promotion of personal health.

For example:

- analyzing how major body systems produce movement, use energy, adapt to physical activity, and contribute to fitness
- identifying the physiological changes that result from regular participation in physical activity
- recognizing the components of health-related physical fitness, activities and strategies for achieving and maintaining physical fitness, and the relationship between physical activity and the prevention of disease
- distinguishing among types, components, and principles of physical fitness training
- recognizing differences between health- and skill-related fitness, ranges of individual variation, and levels of readiness for fitness
- demonstrating awareness of resources, time, cost, accessibility, media influences, and other factors that affect participation in fitness activities

0017 Understand principles, techniques, and activities for developing and maintaining healthy levels of cardiovascular fitness.

For example:

- demonstrating knowledge of principles, skills, and activities for cardiovascular strength and endurance conditioning
- demonstrating knowledge of techniques for assessing and monitoring cardiovascular endurance levels
- recognizing appropriate levels of intensity, frequency, and duration in cardiovascular strength and endurance conditioning activities
- selecting appropriate cardiovascular fitness activities for various developmental levels and purposes
- recognizing the benefits of regular participation in cardiovascular fitness activities and strategies for integrating cardiovascular fitness activities into daily life

0018 Understand principles, techniques, and activities for developing and maintaining flexibility and muscular strength and endurance.

For example:

- recognizing the components of flexibility (e.g., muscles, joints, ligaments, tendons) and principles, techniques, and activities for promoting flexibility of the major joints and areas of the body
- recognizing the major muscle groups and principles, techniques, and activities for developing strength and endurance of the major muscle groups and areas of the body
- identifying types and uses of equipment for flexibility training and progressive-resistance exercise
- evaluating the safety and effectiveness of various types of flexibility and strength training and of various exercises
- recognizing the benefits of regular participation in flexibility and strength training activities and strategies for integrating these activities into daily life

0019 Understand assessment of health-related fitness and principles and procedures for developing personal fitness plans based on assessment results.

For example:

- recognizing uses, components, characteristics, advantages, limitations, and techniques associated with various types of fitness assessment methods and instruments (e.g., FITNESSGRAM, peer assessment)
- identifying developmentally appropriate assessment strategies for various fitness goals, purposes, and situations
- demonstrating knowledge of how to use fitness assessment results to establish individual goals for health-related fitness
- interpreting fitness test results to identify strengths and weaknesses in relation to fitness components and to select fitness activities for a personal fitness plan
- 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



SPORTS AND LIFETIME ACTIVITIES

0020 Understand techniques, skills, rules, strategies, etiquette, equipment, and safety practices for individual, dual, and lifetime sports and activities (e.g., badminton, bowling, golf, tumbling, tennis, track and field).

For example:

- recognizing skills, rules, strategies, and performance assessment techniques for individual, dual, and lifetime sports and activities
- demonstrating knowledge of appropriate etiquette, interactions, care of equipment, and safety practices for individual, dual, and lifetime sports and activities
- identifying critical elements essential to competent performance in activities such as badminton, bowling, golf, tumbling, tennis, and track and field
- demonstrating knowledge of principles of training and conditioning appropriate to specific individual, dual, and lifetime sports and activities

0021 Understand techniques, skills, rules, strategies, etiquette, equipment, and safety practices for team sports and activities (e.g., basketball, flag football, soccer, softball, team handball, volleyball).

For example:

- recognizing skills, rules, strategies, and performance assessment techniques for team sports and activities
- demonstrating knowledge of appropriate etiquette, interactions, care of equipment, and safety practices for team sports and activities
- identifying critical elements essential to competent performance in activities such as basketball, flag football, soccer, softball, team handball, and volleyball
- demonstrating knowledge of principles of training and conditioning appropriate to specific team sports and activities
- analyzing the effect of participation in physical activity in promoting appreciation of cultural, ethnic, gender, and physical diversity in team sports and activities

0022 Understand techniques, skills, rules, strategies, etiquette, equipment, and safety practices for outdoor activities (e.g., camping, orienteering, ropes courses, group-initiated activities).

For example:

- recognizing skills, rules, strategies, and performance assessment techniques for activities such as camping, orienteering, ropes courses, and group-initiated activities
- demonstrating knowledge of appropriate etiquette, interactions, care of equipment, injury prevention techniques, and safety practices for outdoor, adventure, and group-initiated activities
- identifying critical elements and environmental considerations related to outdoor, adventure, and group-initiated activities (e.g., checking weather, equipment safety)



0023 Understand techniques, skills, rules, strategies, etiquette, and safety practices for creative movement and dance (e.g., folk, social, square, line, modern, aerobic).

For example:

- recognizing skills, rules, strategies, sequences, and performance assessment techniques for creative movement and dance
- demonstrating knowledge of appropriate etiquette, interactions, injury prevention techniques, and safety practices for creative movement and dance
- identifying critical elements essential to competent performance in creative movement and dance
- analyzing the effect of participation in dance in promoting personal expression and appreciation of cultural, ethnic, gender, and physical diversity