

# Study Guide

## Overview and Test Objectives

### Field 112–113: Health and Physical Education

### Subtests 1 and 2

#### Test Overview

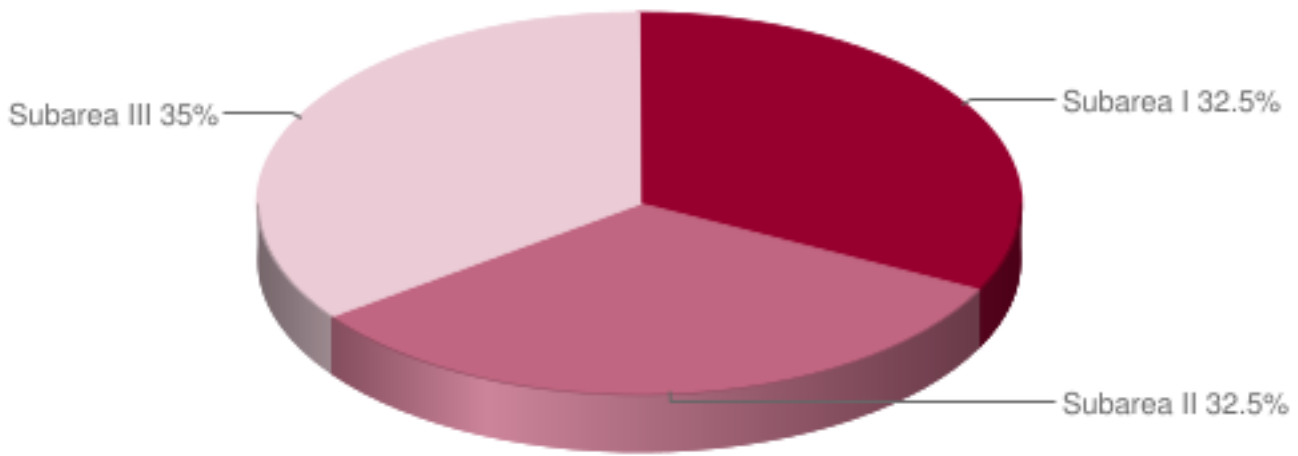
<b>Format</b>	Computer-based test (CBT)
<b>Number of Questions</b>	Subtest 1: Health Education: 80 multiple-choice questions Subtest 2: Physical Education: 80 multiple-choice questions
<b>Time</b>	Subtest 1: Health Education: 1 hour 45 minutes* Subtest 2: Physical Education: 1 hour 45 minutes*

\*Does not include 15-minute CBT tutorial

#### Test Objectives

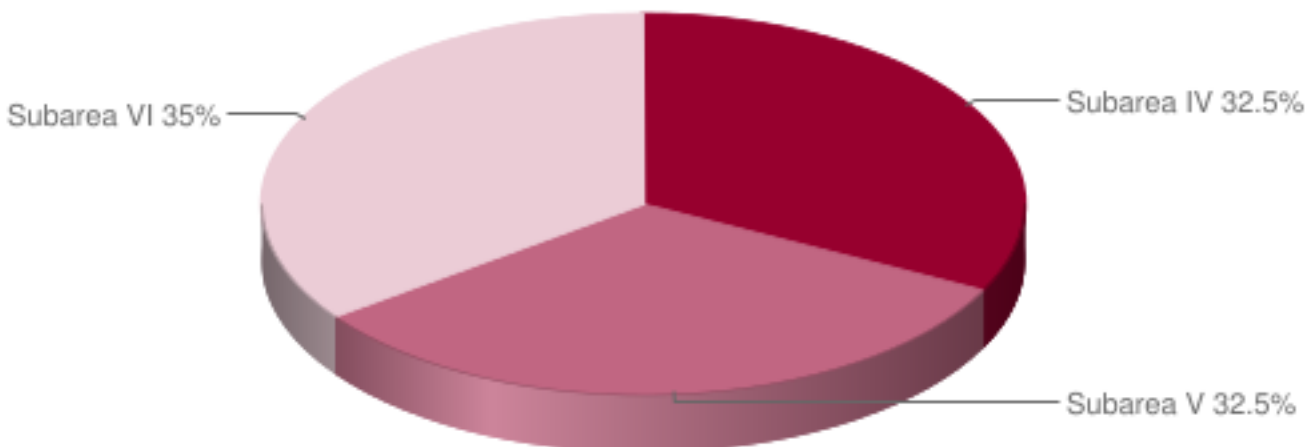
##### Subtest 1: Health Education

Subarea		Range of Objectives	Approximate Test Weighting
I	Health Promotion and Risk Reduction	001–002	32.5%
II	Health Literacy and Social-Emotional Health	003–004	32.5%
III	The Health Education Program	005–008	35%



## Subtest 2: Physical Education

Subarea		Range of Objectives	Approximate Test Weighting
IV	Motor Learning and Movement Concepts	009–010	32.5%
V	Health-Related Fitness	011–012	32.5%
VI	The Physical Education Program	013–016	35%



## Subtest 1: Health Education

### Subarea I—HEALTH PROMOTION AND RISK REDUCTION

## **Objective 001—Understand principles and concepts of health promotion and disease prevention.**

Includes:

- theoretical foundations of human development and ways in which physical, social, emotional, and cognitive processes, characteristics, and factors influence health
- theories of health behaviors and child and adolescent risk and protective factors that influence health, health behaviors, and learning
- types, characteristics, causes, modes of transmission, and signs and symptoms of common illnesses, diseases, and disorders
- knowledge of how lifestyle behaviors, environmental factors, socioeconomic factors, genetics, and family history increase or decrease susceptibility to illness and disease
- approaches and strategies for preventing, detecting, managing, and controlling illness and disease
- knowledge of reproductive systems; reproduction; and social, emotional, and physical changes occurring during puberty
- practices, behaviors, and strategies that promote sexual and reproductive health and prevention of unintended pregnancy and sexually transmitted infections (STIs), including HIV
- principles of sound nutrition and types, sources, and functions of major nutrients in relation to health
- knowledge of how to analyze, interpret, and use nutritional tools, guidelines, and resources to make health-enhancing dietary decisions
- effects of physical activity and fitness on principles of overall health and wellness
- characteristics and roles of community, government, private, and nonprofit organizations in providing health promotion and disease prevention information and services

## **Objective 002—Understand personal safety and injury prevention, and skills and strategies for preventing and reducing risks related to alcohol, tobacco, and other drugs.**

Includes:

- techniques and criteria for recognizing risks and unsafe conditions in the home, school, community, and environment; and principles and strategies for promoting safety
- principles, rules, and precautions related to personal safety
- common causes of unintentional injuries, factors that contribute to unintentional injuries, and principles of accident and injury prevention and care (e.g., CPR, AED)
- factors and behaviors that cause and influence violence, including relationship violence; strategies for avoiding and preventing violence; and resources and methods

for reporting violence and seeking assistance

- factors that influence decisions to use or abstain from alcohol, tobacco, and other drugs
- short- and long-term health effects of using alcohol, tobacco, and other drugs
- protective factors, strategies, and activities that help students prevent or reduce health risks associated with the use of alcohol, tobacco, and other drugs
- societal and legal issues and consequences related to the use of alcohol, tobacco, and other drugs; and strategies and resources for seeking help with addiction
- connections between health-risk behaviors involving the use of alcohol, tobacco, and other drugs and the likelihood of engaging in other unhealthy behaviors
- understanding of concepts related to sexual consent and practices, principles, and strategies for resisting, avoiding, and protecting oneself against sexual harassment and sexual assault

## **Subarea II—HEALTH LITERACY AND SOCIAL-EMOTIONAL HEALTH**

**Objective 003—Understand factors that affect mental and emotional health, and skills and strategies for developing and maintaining healthy interpersonal, social, and family relationships.**

Includes:

- causes and effects of positive and negative peer pressure and communication strategies and other techniques for resisting and responding to negative peer pressure
- types and characteristics of healthy and unhealthy relationships and the role of communication skills in establishing and maintaining healthy interpersonal, social, and family relationships
- appropriate strategies, skills, responses, policies, and resources for preventing and addressing bullying, harassment, exclusion, and intimidation
- steps, strategies, and processes used in conflict prevention, management, and resolution; and techniques for using mediation and conflict management skills
- risk factors, protective factors, characteristics, and conditions that foster or hinder mental, social, and emotional health and well-being
- knowledge of sources of stress, effects of stress on mental and emotional health, and strategies and resources for coping with stress and life changes in health-enhancing ways
- warning signs and symptoms of mental distress, depression, self-harm, and suicide; and strategies and resources for addressing, reporting, and obtaining help
- behaviors and characteristics associated with eating disorders, short- and long-term

physiological effects of eating disorders, and strategies and resources for helping individuals with eating disorders

**Objective 004—Understand influences on health behaviors, and strategies and activities for promoting students' health literacy skills.**

Includes:

- ways in which attitudes, values, and behaviors related to health and wellness are influenced by peers, family, technology, perceptions of social norms, and other factors
- influences of cultural factors on health-related beliefs, behaviors, and practices; and ways in which cultural competence enhances the effectiveness of health education
- knowledge of how various forms of media communicate messages to children and adolescents about nutrition, attractiveness, sexuality, body image, substance use, violence, and other topics
- persuasive methods and techniques used in health-related marketing and advertising, and principles and strategies for identifying, analyzing, and resisting unhealthy media messages
- principles and skills for researching, accessing, analyzing, and evaluating health-related information, services, and products
- knowledge of how health-related policies and legislation, as well as personal and community actions, influence the health and well-being of individuals, families, communities, and environments

## **Subarea III—THE HEALTH EDUCATION PROGRAM**

**Objective 005—Understand the role of the health education teacher in promoting students' ability to make health-enhancing choices and maintain healthy lifestyles.**

Includes:

- types and sources of accurate health promotion and disease prevention information available to students, families, and other school community members; and strategies for recommending and providing appropriate health resources for addressing a variety of issues and audiences
- knowledge of appropriate local, state, and federal agencies and programs for addressing a variety of personal, family, and school community health concerns and needs
- principles, criteria, and tools for examining and evaluating lifestyle behaviors, health

risks, and short- and long-term consequences of health choices

- techniques and skills for establishing, prioritizing, and monitoring health-related goals that address strengths, needs, and areas for improvement
- steps and strategies for making, implementing, and evaluating health-related decisions and for making informed choices about personal and family health
- skills and approaches for helping students enlist and/or support peers, families, and school community members in making positive health choices
- strategies for using instructional activities and technology to create and deliver health promotion messages and to advocate for personal, family, and community health
- principles and approaches for promoting students' critical thinking and understanding of influences on health behaviors, and methods and strategies for addressing sensitive health topics with students

**Objective 006—Understand the foundations of health education and the professional responsibilities of a health education teacher.**

Includes:

- knowledge of the organization, structure, and goals of health education programs and the collaborative relationship between health education and physical education within a school and community setting (e.g., in the context of the Whole School, Whole Community, Whole Child [WSCC] model)
- knowledge of how to locate, gather, and use data related to district-, state-, or national-level morbidity, mortality, and behavioral risk factors to determine health education goals and priorities
- principles and procedures for collecting and analyzing needs-assessment data to plan relevant and inclusive school health programs that meet the needs of students and the school community
- strategies and steps in designing a logical scope and sequence of meaningful, comprehensive, and challenging learning experiences for all students
- knowledge of culturally competent strategies for communicating with diverse audiences about health and health education
- principles and processes for collaborating effectively with students, families, faculty, administrators, community members, and stakeholders to support students and enhance school health programs
- knowledge of local, state, and national health education standards and health education policy and legislation
- behaviors and practices consistent with professional and ethical standards of health education (e.g., in relation to confidentiality, privacy, and use of digital information and technologies)

- the importance of participation in ongoing, meaningful learning opportunities to align professional needs with those of the students, school, and community

**Objective 007—Understand how to plan and implement developmentally appropriate instruction in the health education program.**

**Includes:**

- principles, strategies, and criteria for selecting or constructing performance-based health education curriculum aligned with local, state, and national K–12 standards
- appropriate criteria, tools, and procedures for evaluating a health education program and interpreting program evaluation data
- knowledge of how to plan and implement health education instruction and programs that facilitate students' functional knowledge and health-related skill development
- designing health education instruction and programs that integrate components of the WSCC model
- planning and implementing instruction that incorporates technology, media, and other resources to enhance student learning
- instructional and classroom management strategies that promote safe, inclusive, productive, and supportive learning environments
- knowledge of how to use reflection and analysis of teaching strategies and student learning outcomes to adjust instructional practices

**Objective 008—Understand the use of a variety of assessment strategies and tools to evaluate student learning and progress and to improve health education instruction.**

**Includes:**

- knowledge of how to analyze assessment strategies and tools to determine their effectiveness for enhancing student learning
- principles, procedures, and criteria for creating, selecting, and implementing a variety of assessments (e.g., formative, summative, performance, portfolio, authentic) used to measure students' functional knowledge and skill proficiency
- knowledge of how to use assessment data to guide planning, adjust instruction, and provide feedback for improving student learning
- appropriate methods for gathering, analyzing, interpreting, and communicating information from a variety of assessments to different audiences

# Subtest 2: Physical Education

## Subarea IV—MOTOR LEARNING AND MOVEMENT CONCEPTS

**Objective 009—Understand motor learning and development, movement concepts, biomechanics, and skillful movement.**

Includes:

- principles, critical elements, sequences, stages, and characteristics of motor development during childhood and adolescence
- analysis of theories, principles, stages, and typical and atypical progressions of motor learning
- knowledge of motor learning concepts such as practice, readiness, feedback, skill retention, observational learning, transfer of learning, and task analysis
- factors and conditions that influence motor development, motor learning, and motor performance (e.g., individual variations, practice conditions, developmental changes, nutrition)
- use of motor skill analysis, motor performance concepts, and appropriate cues and prompts for providing constructive feedback to students
- strategies for promoting students' understanding of movement concepts related to body awareness; relationships; spatial, directional, and temporal awareness; effort; and other qualities of movement
- knowledge of movement forms and patterns (e.g., locomotor, nonlocomotor, rhythmic, manipulative, nonmanipulative)
- knowledge of biomechanical concepts and principles (e.g., those related to motion, center of gravity, balance, force projection and force absorption, speed, and acceleration)
- analysis of movement concepts, movement patterns, and biomechanical principles in the context of various physical activities, individual body mechanics, and safe and skillful movements

**Objective 010—Understand critical elements, task progressions, cues, organizational strategies, basic rules, etiquette, equipment, and safety practices for sports, lifetime activities, outdoor pursuits, and cooperative and group games.**

Includes:

- knowledge of critical elements, task progressions, developmentally appropriate cues, organizational strategies, basic rules, etiquette, equipment, and safety procedures for individual, dual, and team sports



- strategies, techniques, and cues for promoting integrated locomotor, nonlocomotor, and object control/manipulative skills
- knowledge of tactical skills in particular sports and games (e.g., net/wall, striking/fielding, target, invasion)
- techniques, task progressions, materials, organizational strategies, equipment, and safety practices for promoting students' rhythmic, creative movement, and dance skills
- knowledge of critical elements, task progressions, cues, organizational strategies, basic rules, etiquette, equipment, and safety practices for lifetime activities and outdoor pursuits
- knowledge of critical elements, task progressions, cues, organizational strategies, basic rules, etiquette, equipment, and safety practices for cooperative and group games
- principles and strategies for promoting students' participation in sports, lifetime activities, outdoor pursuits, and cooperative and group games
- analysis of the benefits of team building and how to promote students' ability to follow procedures, accept leadership from others, participate actively, lead when appropriate, and make adjustments according to the needs of a team

## **Subarea V—HEALTH-RELATED FITNESS**

**Objective 011—Understand anatomical and physiological concepts related to physical activity and health, and principles and components of health-related fitness.**

Includes:

- knowledge of basic structures, components, actions, and functions of major body systems
- principles of anatomy and physiology in relation to physical activity and health-related fitness
- distinctions among the health-related components of physical fitness and types of activities used to promote fitness
- application of training principles and techniques for adjusting variables to achieve particular fitness goals
- knowledge of skill-related fitness (e.g., speed, power, coordination, reaction time) and strategies and activities for promoting development of these components
- developmentally appropriate strategies, techniques, and technologies for measuring student progress in fitness development, providing useful individualized feedback to students, and promoting students' use of self-monitoring strategies

- knowledge of factors and techniques that motivate students to maintain and enhance health-related fitness for overall health and personal well-being
- knowledge of health risks associated with sedentary lifestyles and low levels of physical fitness, and the effects of fitness and regular physical activity on academic achievement, mental health, and illness and disease

**Objective 012—Understand principles and activities for developing and maintaining healthy levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.**

Includes:

- principles, techniques, activities, safety practices, and resources for developing and improving cardiorespiratory endurance
- principles, techniques, activities, safety practices, and resources for developing strength and endurance in various muscle groups
- principles, techniques, activities, safety practices, and resources for promoting flexibility of the major joints of the body
- relationships between physical activity and body composition (e.g., caloric intake and expenditure) and techniques for evaluating body composition
- principles, techniques, activities, safety practices, and resources for developing, maintaining, or achieving a healthy body composition
- familiarity with strategies to address common misconceptions related to exercise and nutrition
- criteria, resources, and methods for planning, designing, implementing, and monitoring personal fitness plans
- knowledge of reliable and valid fitness tests, tools, and techniques for evaluating cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition

## **Subarea VI—THE PHYSICAL EDUCATION PROGRAM**

**Objective 013—Understand the role of physical activity in promoting students' development of positive personal and social behaviors and their ability to make healthy lifestyle choices.**

Includes:

- knowledge of the ways in which physical activities offer opportunities for personal challenge, satisfaction, competition, cooperation, and enjoyment

- relationships between physical activity and the development of self-worth, personal and community identity, enhanced interpersonal and self-management skills, and psychological well-being
- analysis of the role of physical activity in promoting critical-thinking skills and fostering awareness and enjoyment of aesthetic and creative aspects of movement
- knowledge of the ways in which participation in physical activities can promote positive personal and social behaviors, traits, and attitudes
- steps and procedures in assessing health risks and strengths, setting goals, solving problems, and making sound decisions and healthy choices in relation to physical activity and health
- knowledge of how to use motivational, behavioral change, and behavior management theories and concepts to create functioning routines, transitions, and learning environments that encourage student engagement and self-motivation

**Objective 014—Understand how to plan and implement developmentally appropriate instruction in the physical education program.**

Includes:

- principles, approaches, and criteria (e.g., measurable, developmentally appropriate, performance-based) for planning and implementing short- and long-term instructional objectives aligned with K–12 state and national physical education standards and grade-level outcomes
- knowledge of how to plan and implement progressive and sequential content that is based on principles of effective instruction and best practices, aligned with short- and long-term instructional objectives, and responsive to the diverse needs of all students
- procedures and techniques for implementing demonstrations, explanations, and instructional cues and prompts that are aligned with short- and long-term instructional objectives and that promote active, fair, and equitable learning experiences
- instructional and classroom management strategies that promote safe, inclusive, productive, and supportive learning environments
- techniques for evaluating the changing dynamics of the learning environment and adjusting instructional tasks based on students' progress and ability
- use of culturally competent, field-specific pedagogical skills to evaluate and select activities, lesson plans, resources, and curriculum materials
- knowledge of barriers preventing accessibility to physical activity; and principles, strategies, and techniques for making modifications and creating accommodations in procedures, settings, and games and activities to ensure the inclusion of all students
- principles, procedures, and criteria for planning and implementing individualized instruction, including adapting instructional approaches, organizational strategies,

activities, equipment, and space to address students' needs and skill levels

- procedures, issues, and considerations related to the safe use, maintenance, allocation, and management of equipment, technology, and other physical education resources

**Objective 015—Understand the use of a variety of assessment strategies and tools to evaluate student learning and progress and to improve physical education instruction.**

Includes:

- characteristics, uses, advantages, and limitations of different types of assessment (e.g., formative, summative, performance, portfolio, authentic)
- principles, procedures, and criteria for creating, selecting, and using appropriate assessment methods to measure student attainment of short- and long-term instructional objectives, monitor students' progress, and promote students' development and learning
- use of assessment data to guide instructional decision making, improve physical education instruction, and provide useful feedback to students
- appropriate methods for gathering, analyzing, interpreting, and communicating information from a variety of assessments to different audiences
- strategies for engaging students in metacognitive strategies such as self-monitoring comprehension of physical education concepts and skills and analysis of personal performance and assessment results
- application of the reflective cycle to guide decision making about teaching performance, student learning, and the effectiveness and relevance of instructional objectives
- appropriate criteria, tools, and procedures for evaluating a physical education program and interpreting program evaluation data

**Objective 016—Understand the foundations of physical education and legal, ethical, and professional responsibilities of physical education teachers.**

Includes:

- analysis of historical, philosophical, social, and environmental perspectives and issues that have influenced and currently influence general and adapted physical education
- knowledge of the organization, structure, and goals of physical education programs and the collaborative relationship between physical education and health (e.g., in the context of the Whole School, Whole Community, Whole Child [WSCC] model)
- characteristics of curriculum and instructional models associated with physical education and steps, criteria, and considerations in implementing a physical education

curriculum

- approaches and strategies for advocating for lifelong physical activity opportunities within the school community and for offering comprehensive physical activity programming beyond physical education lessons (e.g., before, during, and after school) to all students
- familiarity with state and federal laws relevant to physical education and legal rights and responsibilities associated with teaching physical education (e.g., Title IX, inclusion, safety, professional liability, negligence, equity, special education, confidentiality)
- practices and approaches consistent with professional codes of conduct and legal and ethical standards of physical education teaching, including those for using digital information
- knowledge of culturally competent strategies for communicating, consulting, and collaborating with parent/guardians, teachers, counselors, special education personnel, administrators, and other colleagues
- strategies for using technology, professional networks and organizations, collegial relationships, conferences, and research to engage in continued professional growth and advocate for physical literacy and lifelong physical activity
- potential safety issues and hazards associated with physical education, and principles and procedures in injury prevention and emergency first aid for a variety of physical education situations

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