



TEXAS EDUCATOR CERTIFICATION  
TEExES | TEExMaT | TASC/TASC-ASL

# Texas Examinations of Educator Standards™ (TEExES™) Program

## Preparation Manual

### Health EC-12 (157)



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## About The Test

Test Name	Health EC-12
Test Code	157
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Health EC-12 (157) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Health EC-12 test framework and cover grades EC-12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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## The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Personal Health	26%	Health EC-12: I, III
II.	Healthy Interpersonal Relationships	20%	Health EC-12: I
III.	Community and Environmental Health and Safety	20%	Health EC-12: I, III
IV.	Health-Related Skills and Resources	20%	Health EC-12: I
V.	The School Health Education Program	14%	Health EC-12: I-IV

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## The Standards

### **Health EC–12 Standard I**

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

### **Health EC–12 Standard II**

The health teacher communicates concepts and purposes of health education.

### **Health EC–12 Standard III**

The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

### **Health EC–12 Standard IV**

The health teacher evaluates the effects of school health instruction.

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## Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

### Domain I – Personal Health

Competency 001: *The teacher understands human body systems and the processes of human growth and development.*

The beginning teacher:

- A. Demonstrates an understanding of the structures, functions and interactions of body systems and of factors (e.g., heredity, environment, behavior) that influence the functioning of body systems.
- B. Analyzes the roles of various body systems in maintaining health and knows strategies for maintaining the healthy status of body systems.
- C. Demonstrates knowledge of typical patterns and processes of human growth and development, including physical, cognitive and emotional development and understands individual variation in rates and patterns of development.
- D. Analyzes factors affecting growth and development and knows personal health behaviors (e.g., nutrition, exercise, sleep) required to maintain health throughout the life cycle.
- E. Demonstrates knowledge of physical and emotional changes associated with puberty and how these changes may affect personal health.
- F. Identifies practices that promote or impede development of a healthy embryo and fetus (e.g., prenatal care; proper nutrition; use of alcohol, tobacco or other drugs; exposure to disease).

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Competency 002: *The teacher understands nutrition, exercise and physical fitness and their role in maintaining and enhancing health.*

The beginning teacher:

- A. Identifies types of nutrients, their sources in food and their uses in the body (e.g., the importance of calcium for bone growth, iron for red blood cells and vitamin A for vision).
- B. Demonstrates knowledge of scientifically proven principles of nutrition, the components of a balanced diet and how to apply these principles of nutrition to ensure a balanced diet.
- C. Analyzes healthy and unhealthy dietary practices, including eating disorders and fad diets, and ways in which diet influences personal health.
- D. Applies skills and strategies for reading, interpreting and evaluating nutritional information (e.g., food pyramids, food labels, promotional claims) and for using this information to make healthy food choices.
- E. Applies knowledge of factors that influence nutritional and caloric requirements (e.g., age, activity level, pregnancy) and factors that influence food choices (e.g., cultural background, family eating patterns, advertising, peer behaviors).
- F. Demonstrates knowledge of skills and motivational strategies for making healthy food choices and for planning a healthy diet.
- G. Analyzes relationships between dieting, exercising and maintaining a healthy weight.
- H. Demonstrates knowledge of the components of fitness (e.g., cardiovascular fitness, flexibility, muscle strength) and methods for assessing fitness.
- I. Identifies types of exercise and analyzes the effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal).
- J. Demonstrates an understanding of the health benefits of physical activity throughout the life span, including weight control, and strategies for maintaining and improving fitness.
- K. Identifies strategies for developing and following a personal health plan that stresses good nutrition, exercise and appropriate body weight.

Competency 003: *The teacher understands how diseases and disorders affect health.*

The beginning teacher:

- A. Demonstrates knowledge of types and characteristics of communicable diseases and noncommunicable diseases.

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- B. Demonstrates knowledge of types of pathogens (e.g., viruses, bacteria, fungi) that cause communicable disease, how they cause disease and how they are transmitted.
  - C. Analyzes risk factors for contracting common communicable diseases.
  - D. Demonstrates an understanding of methods for treating different types of communicable diseases (e.g., viral, bacterial) and preventive measures (e.g., washing hands, avoiding stress, quarantine, vaccination) that limit the spread of communicable disease.
  - E. Recognizes causes of common noncommunicable diseases (e.g., asthma, diabetes, cancer, heart disease) and analyzes risk factors for contracting these diseases (e.g., heredity, smoking, sedentary lifestyle).
  - F. Demonstrates knowledge of methods for early detection of noncommunicable diseases (e.g., genetic counseling, Pap smear) and for preventing noncommunicable diseases (e.g., exercising, losing weight, reducing air pollution).
  - G. Demonstrates an understanding of immune system responses to disease (e.g., fever, antibody formation, asthma).
  - H. Analyzes the effects of environmental factors on health and disease.
  - I. Analyzes the influence of laws and policies on disease prevention and health-related issues.

Competency 004: *The teacher understands mental and emotional health and factors that influence mental and emotional health.*

The beginning teacher:

- A. Analyzes interrelationships among physical, mental, emotional and social health (e.g., child abuse and neglect, substance abuse).
- B. Demonstrates knowledge of how emotional health needs change throughout the life span (e.g., emotional attachment, decision making, life and death issues).
- C. Analyzes factors (e.g., heredity, personal experience, environmental factors) that affect mental and emotional health.
- D. Identifies types, causes and symptoms of mental and emotional health disorders (e.g., anxiety, depression, eating disorders, suicidal tendencies) and methods for obtaining assistance for mental and emotional problems.
- E. Applies knowledge of causes of stress (e.g., family, social situations, academic pressure), effects of stress on individual and family health and strategies for coping with and managing stress (e.g., counseling, exercise).
- F. Demonstrates an understanding of strategies for managing anxiety and grief, preventing suicides and maintaining good mental and emotional health.

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## Domain II – Healthy Interpersonal Relationships

Competency 005: *The teacher understands family relationships and their significance for health.*

The beginning teacher:

- A. Demonstrates knowledge of diverse family structures and factors that influence relationships within families.
- B. Applies strategies that demonstrate an understanding of individual roles and responsibilities within a family and of behaviors that show consideration and respect for self and other family members (e.g., expressing needs and wants appropriately, practicing self-control).
- C. Applies knowledge of strategies for promoting healthy interactions among family members (e.g., building trust, expressing affection, setting limits).
- D. Analyzes ways in which family relationships and family problems (e.g., abuse, divorce, death) can influence an individual’s emotional, physical and mental health.
- E. Analyzes the nature, causes and consequences of conflict in families.
- F. Identifies strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect) and knows how to seek help in dealing with family problems.

Competency 006: *The teacher understands interpersonal relationships and healthy ways of interacting with others and avoiding conflict.*

The beginning teacher:

- A. Analyzes characteristics of healthy and unhealthy friendships and other interpersonal relationships.
- B. Demonstrates an understanding of skills and strategies for building and maintaining healthy interpersonal relationships.
- C. Analyzes peer relationships, the role of peers and peer pressure in influencing behavior and health and healthy/positive strategies for responding to peer pressure.
- D. Demonstrates an understanding of characteristics of groups and social support networks, group dynamics and the health consequences of various types of group interactions.
- E. Knows the role of social and communication skills (e.g., showing tolerance, empathy, consideration and respect; responding appropriately to criticism; using listening skills; discussing problems; using conflict resolution skills) in building and maintaining healthy interpersonal relationships.

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- F. Analyzes the use of various communication strategies (e.g., assertiveness, refusal skills) in situations involving interpersonal interactions.
  - G. Applies knowledge of steps and procedures for mediating and resolving conflict.
  - H. Demonstrates knowledge of strategies for avoiding unsafe situations and for responding to negative behaviors exhibited by others (e.g., bullying, ridicule, harassment).

Competency 007: *The teacher understands human sexuality and its significance for health.*

The beginning teacher:

- A. Demonstrates knowledge of potential consequences of sexual activity (e.g., pregnancy, sexually transmitted diseases) and the benefits of abstaining from sexual activity outside of a committed relationship.
- B. Analyzes factors that influence decisions about sexual activity (e.g., peer pressure, personal values, media messages) and strategies for making responsible decisions about sexual activity.
- C. Demonstrates knowledge of appropriate ways to express affection in a caring relationship and strategies for refusing sexual advances.
- D. Analyzes roles and responsibilities of individuals involved in dating relationships.
- E. Identifies the legal and ethical implications of unacceptable behaviors (e.g., sexual harassment, acquaintance rape, statutory rape, sexual abuse).
- F. Demonstrates an understanding of sexually transmitted diseases (e.g., chlamydia, gonorrhea, HIV) and methods for preventing the spread of these diseases.
- G. Demonstrates an understanding of the types, characteristics, effectiveness, advantages and disadvantages of various methods of contraception.

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## Domain III – Community and Environmental Health and Safety

Competency 008: *The teacher understands methods and procedures for promoting safety, preventing accidents and responding to emergencies.*

The beginning teacher:

- A. Demonstrates knowledge of hazards to health and safety in the home, school and community.
- B. Knows basic safety rules and procedures for reducing hazards, avoiding unintentional injuries and preventing injuries in various situations (e.g., driving an automobile, bicycling, swimming).
- C. Identifies personal behaviors that increase the risk of injury (e.g., fatigue, risk taking, use of alcohol and other drugs) and recognizes the importance of personal responsibility in preventing injury.
- D. Relates different types of safe and unsafe behavior to positive and negative health effects throughout the life span.
- E. Knows strategies for recognizing and avoiding potentially dangerous situations and for preventing and responding to different types of violence (e.g., dating violence, gang violence, hate crimes).
- F. Demonstrates knowledge of home safety and emergency response plans, their components and their benefits.
- G. Demonstrates knowledge of principles and procedures related to safety, unintentional-injury prevention and response to emergencies, including first aid procedures (e.g., CPR, conscious choking technique).

Competency 009: *The teacher understands the use and abuse of alcohol, tobacco and other drugs, including prescription drugs, and the effects of alcohol, tobacco and other drugs on health.*

The beginning teacher:

- A. Identifies types of legal and illegal drugs (e.g., alcohol, tobacco, steroids, stimulants, depressants, narcotics, hallucinogens, herbal supplements, over-the-counter medications), their characteristics and laws related to their use.
- B. Analyzes short-term and long-term effects (e.g., physical, psychological, social) of the use and abuse of alcohol, tobacco and other legal and illegal drugs, including effects on individuals with given characteristics (e.g., pregnant women, adolescents).
- C. Demonstrates knowledge of different types of addiction (e.g., physical, psychological) and factors contributing to chemical dependency on and addiction to alcohol, tobacco and other drugs.

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- D. Analyzes factors in the home, school and community that can influence an individual's use and abuse of alcohol, tobacco and other legal and illegal drugs.
  - E. Applies knowledge of strategies for preventing the use and abuse of alcohol, tobacco and other legal and illegal drugs and of strategies for promoting individual responsible drug use (e.g., designated driver programs).
  - F. Knows methods of intervention and treatments for abuse of alcohol, tobacco and other drugs and age-appropriate strategies for dealing with another person's substance abuse.
  - G. Demonstrates knowledge of how the use and abuse of alcohol, tobacco and other drugs may lead to health and safety problems (e.g., unplanned pregnancies, motor vehicle crashes or injuries, drownings).
  - H. Analyzes the role of assertiveness, refusal skills and peer pressure in decision making and problem solving related to the use of alcohol, tobacco and other legal and illegal drugs.
  - I. Applies knowledge of types of school-based and community-based efforts to address health-risk behaviors related to the use and abuse of alcohol, tobacco and other legal and illegal drugs and strategies for promoting student participation in such efforts.

Competency 010: *The teacher understands issues and factors related to community and environmental health.*

The beginning teacher:

- A. Demonstrates knowledge of community health care agencies, programs and services and their roles and responsibilities (e.g., primary, preventive and emergency care).
- B. Analyzes community and national health care needs and goals and demonstrates knowledge of health-related social, political and economic issues (e.g., organ donation, rising medical costs, uninsured and underinsured families).
- C. Analyzes individual factors (e.g., socioeconomic status, cultural background, age, attitudes) and societal factors (e.g., economic trends, government policies) that influence the cost, availability, accessibility and use of health care for different individuals and communities.
- D. Demonstrates an understanding of community health problems (e.g., poor nutrition, violence, unplanned pregnancy), their causes (e.g., poverty, inadequate access to health care) and strategies for addressing them (e.g., violence-prevention awareness, drug-abuse prevention and treatment programs).
- E. Analyzes the influence of various factors (e.g., media messages, technological advances) on individual and community health.

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- F. Demonstrates knowledge of major types of health-related laws, regulations and policies (e.g., mandatory vaccinations, workplace safety regulations) and their effects on community health.
  - G. Demonstrates knowledge of environmental problems (e.g., air and water pollution, noise, overcrowding, hazardous waste), their causes and their effects on individual, community and world health.
  - H. Identifies strategies for reducing environmental hazards (e.g., water purification, emission control, waste management) and analyzes ways in which protecting the environment promotes individual, community and world health.
  - I. Demonstrates an understanding of ways in which individuals can contribute to improving community and environmental health (e.g., advocacy, volunteerism).

#### **Domain IV – Health-Related Skills and Resources**

Competency 011: *The teacher understands the use of decision-making and other skills in making informed choices that influence health.*

The beginning teacher:

- A. Analyzes the multiple influences (e.g., beliefs, knowledge, skills, attitudes, peers, role models) on health decisions and behaviors.
- B. Applies knowledge of steps and procedures for using decision-making and problem-solving skills in various health-related contexts.
- C. Demonstrates an understanding of risk assessment and ways to reduce health risks and enhance and maintain health.
- D. Applies knowledge of how to use planning and goal-setting, decision-making and problem-solving skills and procedures to enhance personal, family and community health.
- E. Recognizes the importance of seeking advice and guidance from others (e.g., health care professionals, family members) in making decisions about personal health.
- F. Recognizes benefits of and procedures for developing personal plans for maintaining and enhancing health.

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Competency 012: *The teacher understands sources of health-related information and strategies for accessing, evaluating and using health-related information.*

The beginning teacher:

- A. Demonstrates knowledge of sources of valid health-related information (e.g., health professionals, government agencies, private nonprofit agencies, Internet resources) and how to access and use different types of health-related information.
- B. Applies knowledge of strategies for researching health-related information and products and for synthesizing information from various sources to make informed health decisions.
- C. Distinguishes between valid and invalid sources of health information.
- D. Applies critical-thinking skills to evaluate the validity of health information and recognizes fraud and quackery.
- E. Evaluates health-related advertising/marketing claims about health care services and products and knows how such claims may influence behavior.
- F. Knows how to use health information to make decisions about health services, products and behaviors.

Competency 013: *The teacher demonstrates knowledge of health-related products and services and the skills and strategies needed to be an informed consumer of health-related products and services.*

The beginning teacher:

- A. Demonstrates an understanding of the characteristics and roles of different types of health care delivery systems (e.g., hospitals, clinics) and health care professionals.
- B. Identifies health maintenance activities (e.g., regular medical and dental checkups) and their benefits.
- C. Analyzes how specific factors (e.g., cultural background, socioeconomic status, access to information) influence the selection and use of health care services and products.
- D. Demonstrates knowledge of advertising/marketing techniques used in health product and health service promotion and applies skills for determining whether advertising claims are accurate, misleading, or deceptive.
- E. Applies knowledge of skills and criteria for evaluating and selecting health-related treatments, products, providers and services.
- F. Demonstrates knowledge of local, state and federal laws, regulations and agencies related to consumer health and how they protect consumers of health care products and services.

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## Domain V – The School Health Education Program

Competency 014: *The teacher knows how to plan, implement and evaluate a school health education program and understands the role of the school health educator.*

The beginning teacher:

- A. Demonstrates knowledge of a coordinated school health model and the role of the teacher within a coordinated school health education program.
- B. Analyzes the interdependence of health education and other components of a coordinated school health program.
- C. Applies knowledge of procedures for planning and implementing a school health education program and for involving others (e.g., faculty, administrators, health care professionals) in planning, implementing and supporting the program.
- D. Demonstrates awareness of the need to use procedures that are compatible with school policy when implementing curricula.
- E. Knows the role of local health advisory councils in the implementation of health education, including the role of a School Health Advisory Council (SHAC) as mandated by the Texas Education Code.
- F. Applies knowledge of factors and procedures involved in planning an effective school health education program that involves parents/guardians and takes into consideration local culture, needs and interests.
- G. Applies knowledge of strategies for communicating the importance of health education to students, parents/guardians and the community and for being an advocate for health-related issues in the school and the community.
- H. Demonstrates an understanding of the role of the health education teacher as a source of health-related information within the school community.
- I. Applies procedures for evaluating the school health education program and for making program modifications based on evaluation results.

Competency 015: *The teacher knows how to plan and implement effective school health instruction.*

The beginning teacher:

- A. Demonstrates an understanding of the major content areas of health instruction (e.g., community health, nutrition, mental health, sexuality education) and the purposes and components of a scope and sequence plan for school health instruction.
- B. Knows how to integrate the school health education curriculum with other content areas (e.g., language arts, science, social studies).

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- C. Applies knowledge of strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels and cultural backgrounds of all students.
  - D. Demonstrates knowledge of strategies for effectively implementing and integrating a school health education curriculum.
  - E. Demonstrates knowledge of accurate and age-appropriate sources of information about health and knows how to incorporate appropriate resources and materials into school health instruction.
  - F. Analyzes factors that shape students' patterns of health behavior (e.g., knowledge, skills, attitudes) and knows effective strategies for helping students learn skills for health maintenance and apply this knowledge in their daily lives.
  - G. Knows how to help students develop and apply skills for locating, reading, comprehending and retaining content-related information from a range of texts and technologies.
  - H. Applies strategies for addressing sensitive or controversial health issues appropriately and in ways that are compatible with state and school policies.
  - I. Understands the importance of modeling positive health behaviors and knows how to use communication skills and strategies effectively in health education contexts.
  - J. Demonstrates knowledge of criteria and methods for evaluating student learning about health and for applying student assessment results to enhance health instruction.

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## Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Health EC–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Health EC–12 teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Health EC–12 test is designed to include a total of 100 multiple-choice questions, out of which 90 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

### How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

## Question Format

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

## Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

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The following question is an example of the single-question format. It tests knowledge of Health EC–12 Competency 002: *The teacher understands nutrition, exercise and physical fitness and their role in maintaining and enhancing health.*

**Example 1**

1. A short period of rapid weight loss early in fasting diets is often followed by a pattern of much slower weight loss because the initial weight loss is due to
  - A. the burning of fat stored in the liver and other internal organs for fuel.
  - B. the reduction in size of individual fat cells rather than in the total number of fat cells.
  - C. a loss of water from the body rather than the loss of any body tissue.
  - D. a rapid increase in basal metabolic rate brought about by the stress of fasting.

**Suggested Approach**

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

A fasting diet refers to a diet during which an individual eats only sparingly or not at all. The question asks for the primary reason that individuals undergoing a fasting diet lose weight rapidly at first but more slowly over time. Look at the response options and consider which of them best describes the primary reason for this pattern of weight loss.

Option A states that the storage of fat for eventual use as fuel occurs in the liver and other internal organs, but most fat storage does not occur in these locations. Rather it occurs in adipose tissue that is located just under the surface of the skin or that surrounds various internal organs, for example, the heart and intestines. Thus option A is not an accurate response.

Option B states that weight loss during fasting diets results from the reduction in the size of individual fat cells present rather than in the total number of fat cells. Although generally true of adipose (fatty) tissue during periods of caloric deprivation, this fact does not explain the initial rapid weight loss at the onset of a period of fasting. Thus option B is not the best response.

Option C states that the initial rapid loss of water during a fast is the result of the loss of body water by dehydration, and this is correct. After this initial period of rapid weight loss, continuing weight loss is the result of the breakdown of body tissues, including the fat stored in adipose tissue, at a rate proportional to the amount of caloric deprivation. Option C is the best response.

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Option D states that the body’s initial response to fasting is an increase in the basal, or resting, metabolic rate. This rate is a measure of the energy the body requires to maintain vital bodily functions, such as respiration and blood pressure, while at rest. In fact, the basal metabolic rate decreases when a person loses weight, so option D can be eliminated as the best response because it is not accurate.

Of the alternatives offered, only option C is accurate. Therefore, **the correct response is option C.**

### **Example 2**

The following question tests knowledge of Health EC–12 Competency 006: *The teacher understands interpersonal relationships and healthy ways of interacting with others and avoiding conflict.*

2. Compared to membership in more inclusive groups, belonging to a clique is likely to have which of the following negative consequences for its members?
  - A. Since cliques enforce conformity among their members, those who join cliques are likely to have lower self-esteem than other individuals
  - B. Since cliques are often unstable and temporary, members are less likely to form close, long-term friendships
  - C. Since clique members often share similar backgrounds and values, they are less likely to be exposed to different individuals and ideas
  - D. Since clique members often exclude other individuals from joining, they are likely to be highly unpopular with their peers

### **Suggested Approach**

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

A clique is a group of individuals that are united by their common backgrounds, interests, attitudes and values. The question asks how belonging to such an exclusive circle or group is likely to have a negative impact on the members. Look at the response options and consider which of them best describes the likely negative consequences for the members of a clique.

Option A states that cliques enforce conformity among their members, which is often true. On the other hand, one reason that cliques may form is to reinforce the already high self-esteem and prejudices of their members, so option A is not the best response for this item.

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Option B states that cliques are often unstable and temporary, but this is not always true. Because of their shared interests and attitudes, members of a clique may form friendships that endure for long periods of time. Thus option B is not accurate.

Option C states that members of a clique are less likely to be exposed to different individuals and ideas. This is true because members of cliques tend to be held together by common values, interests or goals, and thus are exclusive of individuals with diverse intellectual, social or cultural backgrounds. Option C is the best response.

Option D states that cliques often exclude other individuals from joining, which is true. However, in some cases members of social cliques can be very popular with their peers, even admired and envied. Thus Option D is not an accurate response.

Options A, B and D describe characteristics of cliques that are sometimes, or even frequently, true, but only option C describes a situation true of all cliques. Therefore, **the correct response is option C.**

### **Example 3**

The following question tests knowledge of Health EC–12 Competency 012: *The teacher understands sources of health-related information and strategies for accessing, evaluating and using health-related information.*

3. A student reads a study about the effectiveness of an herbal supplement in improving immune system response. Which of the following questions would best help the student evaluate the validity of the authors' conclusions?
  - A. Do the authors provide proper documentation for all sources cited in the study?
  - B. Do the authors use accepted scientific methods to arrive at their conclusions?
  - C. Do the authors make clear recommendations about whether to use the supplement?
  - D. Do the authors use statistical analyses to arrive at their conclusions?

### **Suggested Approach**

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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There are numerous herbal supplements and other health-related products available today, and a great deal of information can be found describing their effectiveness. The question asks what is the best criterion to use in deciding the validity of studies that claim to provide information about the effectiveness of such products. Look at the response options and consider which of them describes the best way to evaluate the validity of the authors' conclusions in such a study.

Option A suggests that the most important factor in determining the validity of the authors' conclusions is that the authors provide proper documentation, or references, for all sources mentioned in the published work. While such documentation is a necessary part of any valid scientific study, by itself it does not guarantee the validity of the authors' conclusions. It is possible to correctly cite sources but draw incorrect or unjustified conclusions. Thus option A is an incorrect response.

Option B suggests that the use of accepted scientific methods by the authors is the best criterion for evaluating the validity of the authors' conclusions, and this is correct. The authors' work should include a testable hypothesis, a sound experimental design with controls, correct statistical analysis where appropriate and conclusions that follow from the data collected. Option B is the best response.

Option C suggests that the presence of clear recommendations by the authors about whether to use the supplement is the best way to determine the validity of their conclusions. Since it is possible to make recommendations that are unsupported by, or even at variance with, the data in a study, option C is not a good response.

Option D suggests that the use of statistical analyses in a study is the most important factor to consider in evaluating the validity of the authors' conclusions. Unfortunately this is not true since the use of the statistical methods may be faulty or the interpretation of the results may be incorrect. Option D is not the best response.

Only option B recognizes that the use of accepted scientific methods is the key factor in determining the validity of the authors' conclusions in a health-related study. Therefore, **the correct response is option B.**

### Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

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You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

**Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

**Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

**Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

### **Example**

A student falls out of his chair in the classroom. His muscles tighten, his teeth clench and he begins to shake uncontrollably, striking his arms against desk and chair legs. The teacher and students gather around and try to figure out what do to assist the student.

Which of the following is an appropriate part of care for this student?

- A. Placing something between his teeth
- B. Removing any nearby items that could cause injury
- C. Restraining his movements by holding him down
- D. Inserting a nasal or oral airway

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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## ***Suggested Approach***

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

The three sentences in the stimulus indicate that the student is having a seizure. There are many things that onlookers can do to help a person who has had a seizure although there is no real treatment for a seizure under normal circumstances. Look at the options and decide which of them would be included in a list of appropriate actions people could take to assist a person who is having a seizure.

Option A suggests that an object should be placed in the victim's mouth and between his teeth. Contrary to popular myth, people having a seizure do not swallow their tongue and rarely bite their teeth with enough force to cause injury. In fact, the victim could inflict injury on the person assisting them if an attempt is made to place an object between the victim's teeth. Thus option A is an incorrect response.

Option B suggests that any items that could cause injury to the victim be moved from the area. The person having the seizure cannot control his/her movements and may bump into objects such as furniture or may grab items with which he/she may injure themselves such as pens, knives or forks. Option B is the best response.

Option C suggests that the onlookers attempt to restrain the victim's movements by attempting to hold him/her down. This approach could cause musculoskeletal injuries to the victim. Option C is not a good response.

Option D suggests that a nasal or oral airway be inserted to assist with breathing in the victim. An airway can be maintained by tilting the head back as done in CPR or by laying the victim on his/her side. Nothing should be inserted into the victim's mouth. Option D is not the best response.

Only option B suggests an action that onlookers can take to assist the victim of a seizure that falls into a list of commonly accepted practices published by organizations such as the American Red Cross. Therefore, **the correct response is option B.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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## Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

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COMPETENCY 001

1. Women who consume alcohol while pregnant put the developing fetus at greatest risk for which of the following?
  - A. Diabetes
  - B. Still birth
  - C. Low birth weight
  - D. Herpes simplex

Answer and Rationale

COMPETENCY 002

2. Below are the ingredient lists for two different yogurts.

Yogurt #1 – INGREDIENTS: CULTURED PASTEURIZED GRADE A NONFAT MILK, WHEY PROTEIN CONCENTRATE, PECTIN, CARRAGEENAN

Yogurt #2 – INGREDIENTS: CULTURED GRADE A REDUCED-FAT MILK, APPLES, HIGH-FRUCTOSE CORN SYRUP, CINNAMON, NUTMEG, NATURAL FLAVORS, PECTIN, *LACTOBACILLUS ACIDOPHILUS*

Ray has diabetes and needs to watch his sugar intake. The inclusion of which of the following ingredients in yogurt #2 makes yogurt #1 a better choice for Ray?

- A. Apples
- B. Nutmeg
- C. *Lactobacillus acidophilus*
- D. High-fructose corn syrup

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 002

3. Which of the following is the safest and most appropriate approach to losing weight?
- A. Using diet pills
  - B. Eating sensibly and exercising adequately
  - C. Undergoing stomach surgery
  - D. Following a very low-calorie diet

Answer and Rationale

COMPETENCY 002

4. Which of the following components of fitness is assessed using a nonperformance test?
- A. Flexibility
  - B. Aerobic capacity
  - C. Muscular strength
  - D. Body composition

Answer and Rationale

COMPETENCY 003

5. Penicillin is used to treat which of the following?
- A. Pneumonia
  - B. Genital herpes
  - C. Trichinosis
  - D. Athlete's foot

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 003

6. According to recent research, a risk factor associated with the onset of Alzheimer's disease is
- A. lack of exercise.
  - B. consumption of green, leafy vegetables.
  - C. retirement before age 50.
  - D. weight-reduction surgery.

Answer and Rationale

COMPETENCY 003

7. Students who are economically disadvantaged often struggle in school. If the situation of these students is considered from the perspective of Abraham Maslow, which of the following would be the most appropriate factor to address first for these students?
- A. Self-esteem/self-actualization
  - B. Love, affection, and group affiliation
  - C. Shelter and safety
  - D. Health, food, and sleep

Answer and Rationale

COMPETENCY 004

8. When assisting a person with an addiction to prescription drugs, which of the following is an essential function of a drug-dependency rehabilitation center?
- A. Teaching how to integrate drugs into one's everyday life
  - B. Teaching the pharmacology of drugs
  - C. Teaching about drug interactions and safety
  - D. Teaching how to handle relapse, should it occur

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 004

9. The type of mental disorder most frequently diagnosed in the United States is
- A. anxiety disorder.
  - B. substance abuse.
  - C. mood disorder.
  - D. eating disorder.

Answer and Rationale

COMPETENCY 005

10. Which of the following activities will best help students understand that family roles and responsibilities vary in different cultures?
- A. Writing an essay about family responsibilities in a different culture
  - B. Watching a video describing roles and responsibilities of family members in different cultures
  - C. Listening to a foreign exchange student speak about family responsibilities in his or her culture
  - D. Using a graphic organizer to compare similarities and differences of family roles in different cultures

Answer and Rationale

COMPETENCY 005

11. Which of the following skills should a teacher use to improve student-teacher relationships and also teach students how to improve relationships outside of school?
- A. Empathy
  - B. Structure
  - C. Discipline
  - D. Organization

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 006

12. A district's school board has appointed two health teachers to put together a committee that will develop a plan for social-cognitive interventions. To best meet the needs of the students and form the committee, the health teachers should do which of the following?
- A. Recruit school leaders, community leaders, and stakeholders, excluding parents
  - B. Recruit only parents for the committee, as they know their children better than school employees
  - C. Recruit only school employees for the committee, as they spend the most time with the students
  - D. Recruit parents, community leaders, and other community stakeholders

Answer and Rationale

## COMPETENCY 006

13. Students in a certain health class do not get along with one another. The teacher notices that during whole-group class discussions, there are too many negative interactions. The teacher has analyzed the role that each student is assuming. Which of the following is the next best step for the teacher to take to improve the group dynamics in the class?
- A. Placing a student who does not usually participate in class discussions in a leadership role.
  - B. Putting a student in charge who tends to agree with the teacher's or the whole group's goals and does not express his or her own opinion.
  - C. Providing feedback that shows students who display blocking roles the impact of their actions, and encouraging them to reflect on how they can change their behavior.
  - D. Changing the roles and responsibilities of students who appear to be uninterested in contributing to group discussions.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 006

14. A health teacher is instructing the class on how to deal with criticism. Which of the following responses to criticism is best for the teacher to advocate?
- A. Recognizing the reality of the situation and dealing with it rationally
  - B. Seeking revenge on the person who is bringing the criticism
  - C. Bringing up the criticism with friends and getting their thoughts
  - D. Discussing the point of conflict until the person withdraws the criticism

Answer and Rationale

COMPETENCY 007

15. A health teacher is designing a unit on adolescents and sexual activity. To do so effectively, it is important for the teacher to know the levels of sexual activity of various groups of students. Which of the following groups of adolescents have lower levels of sexual activity across all age groups?
- A. Those who are proud of their bodies.
  - B. Those who are from a lower socioeconomic status and reside in urban areas.
  - C. Those who live in a two-parent family, do well academically, and are religious.
  - D. Those who have a tendency to have thoughts of suicide and do not feel their parents care about them.

Answer and Rationale

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COMPETENCY 007

16. Which of the following is the most accurate statement regarding the value of each person involved in a dating relationship?
- A. Each person has value, but a partner should learn to change to meet the other's expectations.
  - B. Each person has value, but differing opinions may cause partners to value each other less.
  - C. Each person has value, but partners may stop paying attention to each other when their values differ.
  - D. Each person has value and should be treated so, even if there are differences in thoughts, feelings, and values.

Answer and Rationale

COMPETENCY 008

17. Martin is studying nutrition in health class and has an assignment to write an essay about food preparation safety. Which THREE of the following choices are food preparation safety steps he should include?
- A. Washing hands with cold water before preparing food
  - B. Washing hands, cooking utensils, produce, and cutting boards often
  - C. Using a food thermometer when cooking meat and poultry to ensure proper temperatures
  - D. Separating ready-to-eat foods from raw meats, poultry, seafood, and eggs
  - E. Refrigerating leftover food within eight hours of serving

Answer and Rationale

COMPETENCY 009

18. Which of the following diseases is known to be a risk factor for alcoholism?
- A. Non-Hodgkin's lymphoma
  - B. Sickle-cell anemia
  - C. Bipolar disorder
  - D. Multiple sclerosis

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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COMPETENCY 009

19. Which of the following methods is most appropriate for a school-based strategy to reduce substance misuse or abuse?
- A. Having students research and write a report on risk and protective factors contributing to early drug use
  - B. Having a panel of physicians present the dangers and long-term health consequences of substance abuse
  - C. Having a teacher demonstrate the effects of smoking marijuana on the lungs by using a smoking machine simulator
  - D. Having former convicts share their personal experiences and discuss the risks of drug abuse

Answer and Rationale

COMPETENCY 009

20. Which of the following best represents the behavioral treatment which seeks to help patients recognize, avoid, and cope with the situations in which they are most likely to abuse drugs?
- A. Motivational incentives
  - B. Motivational interviewing
  - C. Cognitive-behavioral therapy
  - D. Multidimensional family therapy

Answer and Rationale

COMPETENCY 010

21. Research has shown that there is a correlation between lack of sleep and diabetes, heart disease, immune system suppression, and obesity. Which of the following groups is most at risk for these health concerns?
- A. High socioeconomic status groups
  - B. Low socioeconomic status groups
  - C. Students who work at least 30 hours per week
  - D. Employees who work at least 50 hours per week

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 010

22. Sara is a single mother who is addicted to drugs. Which of the following types of programs is most appropriate for Sara to take advantage of to get help with her addiction issues?
- A. Drug intervention program
  - B. Drug treatment program
  - C. Drug abuse prevention program
  - D. Drug abuse awareness program

Answer and Rationale

COMPETENCY 010

23. Phillip, a middle school student, has chronic, uncontrolled asthma. Phillip's parents tell the health teacher that he wants to participate in activities at school, but he tends to shy away from most activities at school because he is embarrassed and afraid of having a flare-up. Which of the following is the best advice the health teacher can give to Phillip's parents?
- A. Advise that Phillip opt out of gym class and stay away from all physical activities and chores at school and at home
  - B. Exclude Phillip from any discussions about his asthma and treatment choices to avoid any emotional outbursts
  - C. Recommend that Phillip and his parents consult with his doctor to create an asthma action plan and keep a copy at the school
  - D. Encourage Phillip to keep his asthma a secret from his friends, teachers, and coaches

Answer and Rationale

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COMPETENCY 011

24. An adolescent makes a plan to achieve personal health goals by identifying and evaluating the possible choices, making a decision, and taking responsibility for the outcome. Which of the following best represents the decision-making style described?
- A. Inactive
  - B. Interactive
  - C. Reactive
  - D. Proactive

Answer and Rationale

COMPETENCY 011

25. A student asks a health teacher for advice about creating a weight management plan. Which of the following is the best action for the teacher to take to help the student?
- A. Tell the student to find a diet plan that is proven to jump-start metabolism and promote quick weight loss.
  - B. Research weight loss plans on the Internet with the student to see which ones the student is interested in so the student can buy the plan and necessary items.
  - C. Develop a plan with the student that begins with measuring body fat percentage, then go over meal and exercise plans and set goals.
  - D. Tell the student to discuss weight loss intentions with friends and family because they will directly influence the student's behavior.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 012

26. A newly pregnant woman would like to obtain information about breast-feeding. Which of the following Web sites provides the best information on this topic?
- A. Wikipedia.org
  - B. YouTube.com
  - C. AskDrSears.com
  - D. NIH.gov

Answer and Rationale

COMPETENCY 012

27. Which of the following is the most accurate statement regarding food advertisements aimed at children?
- A. Ads often cause or bring about dietary imbalances leading to obesity.
  - B. Ads often suggest portion sizes appropriate for growing children.
  - C. Ads for healthy foods are not permitted to use the terms "low fat" and "organic."
  - D. Ads for fast foods portray the food realistically in comparison with the actual product.

Answer and Rationale

COMPETENCY 013

28. Mr. Williams received a phone call from his doctor's office letting him know that his primary health care doctor, whom he respects and trusts, will be retiring in two months. Mr. Williams must now begin the search for a new doctor. Which of the following is the best first step for Mr. Williams to take in his search?
- A. Asking his coworkers to make recommendations
  - B. Searching online for other physicians close to home
  - C. Obtaining a list of doctors covered by his insurance plan
  - D. Asking whether his doctor will be choosing a replacement

Answer and Rationale

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COMPETENCY 014

29. In a Coordinated School Health (CSH) program, the role of the health teacher is to
- A. provide health and nutrition services for students and their families.
  - B. implement a curriculum that appropriately addresses the physical, mental, emotional, and social dimensions of health.
  - C. provide individual and group health assessments, interventions, and referrals for students.
  - D. educate parents and community members about the components of a coordinated school health program.

Answer and Rationale

COMPETENCY 014

30. Which of the following factors should be given the greatest consideration in the planning of a school health education program that addresses both the school's and the community's needs?
- A. The population of the schools in the surrounding communities
  - B. The contents of the Coordinated School Health (CSH) program currently being used in the school
  - C. The results of a state-issued survey that provides data on health-risk behaviors among youth and young adults
  - D. The input provided from the parents and guardians of students along with members of the local community

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 015

31. Which of the following best describes how requiring a health class to use correct grammar when writing will benefit the students?
- A. It reminds students that health is a serious academic class.
  - B. It ensures that students will continue to develop language arts skills.
  - C. It shows students that health teachers care about their educational futures.
  - D. It ensures that students understand that writing in health class is more important than writing in other classes.

Answer and Rationale

COMPETENCY 015

32. A school is celebrating diversity week, and each teacher has been asked to create a lesson to examine various aspects of different cultures. Which of the following is the most appropriate way for a teacher to feature information about various cultures in a health class?
- A. Having students create a presentation about the type of diet and exercise that is common in the country of their ethnic background
  - B. Creating a slide presentation that features a different country and information about that country's health issues on each slide
  - C. Having students read articles and answer questions about various countries and their cultures
  - D. Showing a video to the class about various countries and their cultures

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p><b>Option B is correct</b> because still birth is one of the conditions most commonly associated with alcohol consumption during pregnancy. <b>Option A is incorrect</b> because diabetes is more commonly transferred to the child if the mother has diabetes as well. <b>Option C is incorrect</b> because low birth weight is normally associated with smoking during pregnancy. <b>Option D is incorrect</b> because herpes simplex could be passed from mother to baby during childbirth if the mother was infected and was experiencing an outbreak at the time of giving birth.</p> <p><a href="#">Back to Question</a></p>
2	002	D	<p><b>Option D is correct</b> because high-fructose corn syrup is an added sugar, so it can negatively affect those with diabetes. <b>Option A is incorrect</b> because apples contain fructose, a natural sugar, which helps provide essential nutrients to the body and is a better form of sugar for those with diabetes. <b>Option B is incorrect</b> because nutmeg is a spice and does not have negative effects on those with diabetes. <b>Option C is incorrect</b> because <i>L. Acidophilus</i> is a bacterium that aids digestive health and does not have negative effects on those with diabetes.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
3	002	B	<p><b>Option B is correct</b> because eating a balanced diet and exercising is a natural way to lose weight. <b>Option A is incorrect</b> because diet pills are unregulated by the Food and Drug Administration and should be considered unhealthy. <b>Option C is incorrect</b> because weight-loss surgery should be used to lose weight only if all else has failed and if it is performed by a reputable surgeon. <b>Option D is incorrect</b> because low-calorie diets can be unhealthy.</p> <p><a href="#">Back to Question</a></p>
4	002	D	<p><b>Option D is correct</b> because body composition can be determined using BMI, which is based on a person's height and weight and is found either by using skin calipers or by measuring waist circumference; neither of these methods requires the person being tested to perform any type of exercise or activity. <b>Option A is incorrect</b> because this component is assessed with the sit-and-reach test. <b>Option B is incorrect</b> because in order to assess cardiovascular fitness, the person must perform some form of a running test, such as the one-mile run, pacer test, etc. <b>Option C is incorrect</b> because in order to assess muscular strength, the person must perform exercises such as push-ups, in which the person's workload is equal to the body weight.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
5	003	A	<p><b>Option A is correct</b> because penicillin is an antibiotic that can treat bacterial pneumonia. <b>Option B is incorrect</b> because genital herpes is a virus and cannot be treated with an antibiotic. <b>Option C is incorrect</b> because trichinosis is caused by a parasite and cannot be treated with an antibiotic. <b>Option D is incorrect</b> because athlete’s foot is caused by a fungus and cannot be treated by an antibiotic.</p> <p><a href="#">Back to Question</a></p>
6	003	A	<p><b>Option A is correct</b> because a risk factor for Alzheimer’s has been identified as lack of exercise. <b>Options B, C and D are incorrect</b> because consuming green leafy vegetables, retiring before age 50 and having weight-reduction surgery are not risk factors for Alzheimer’s.</p> <p><a href="#">Back to Question</a></p>
7	003	D	<p><b>Option D is correct</b> because economically disadvantaged students are mostly lacking health care, food and sleep. <b>Option A is incorrect</b> because self-esteem and self-actualization are at the top of Maslow’s hierarchy and would not be the first things a disadvantaged student would need. <b>Option B is incorrect</b> because love, affection and group affiliation are not the first things a disadvantaged student would need. <b>Option C is incorrect</b> because most disadvantaged students usually have some type of shelter and safety.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
8	004	D	<p><b>Option D is correct</b> because teaching how to handle a drug relapse is most essential to helping a person with an addiction to prescription drugs. <b>Option A is incorrect</b> because a treatment program would not teach someone how to integrate drugs into his or her lifestyle. <b>Option B is incorrect</b> because teaching the pharmacology of drugs will not help someone with a drug problem. <b>Option C is incorrect</b> because teaching about drug interactions and safety would not help someone stop abusing drugs.</p> <p><a href="#">Back to Question</a></p>
9	004	A	<p><b>Option A is correct</b> because anxiety disorder is most frequently diagnosed in the United States. <b>Options B, C and D are incorrect</b> because substance abuse, mood disorders and eating disorders are not the most frequently diagnosed mental disorders in the United States.</p> <p><a href="#">Back to Question</a></p>
10	005	D	<p><b>Option D is correct</b> because a graphic organizer will help students visualize similarities and differences among family responsibilities in numerous cultures. <b>Option A is incorrect</b> because students are writing about only one different culture and may not see differences in family responsibilities. <b>Option B is incorrect</b> because a video may supplement the lesson material but does not offer students an understanding or comparison of family responsibilities in different cultures. <b>Option C is incorrect</b> because although listening to a peer with different experiences can be valuable, students are hearing only one example of family responsibilities in a different culture.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
11	005	A	<p><b>Option A is correct</b> because by showing students empathy and helping them to develop empathy, the teacher will improve students' relationships inside and outside of school. <b>Option B is incorrect</b> because structure from the teacher may not transfer to structure at home. <b>Option C is incorrect</b> because discipline is training that the parent, not the teacher, provides the child. <b>Option D is incorrect</b> because the teacher's organization does not affect the students' lives at home.</p> <p><a href="#">Back to Question</a></p>
12	006	D	<p><b>Option D is correct</b> because according to the CDC, school-based interventions will have less chance of success without the approval, cooperation and support of the community and of the parent in particular. <b>Option A is incorrect</b> because school-based interventions have been shown to be more effective when they have in-school and out-of-school support, which would necessitate the involvement of the parents. <b>Option B is incorrect</b> because school-based interventions that involve only the parents are not very effective. <b>Option C is incorrect</b> because school-based interventions that involve only school employees do not have a high rate of success.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
13	006	C	<p><b>Option C is correct</b> because students who disrupt the flow of information to the group must be retrained to contribute to the group. <b>Option A is incorrect</b> because a student who does not participate in the discussions will not have the skills to lead the group. <b>Option B is incorrect</b> because putting a student who defers to the teacher in charge of the discussion will not lead to an advantageous group discussion. <b>Option D is incorrect</b> because while changing the role of a student who is not interested in contributing to the group will help the student, it will not significantly change the group dynamics.</p> <p><a href="#">Back to Question</a></p>
14	006	A	<p><b>Option A is correct</b> because learning to recognize the reality of the situation will help students let go of resentment and deal with the situation rationally. <b>Option B is incorrect</b> because the conflict will not be resolved if the person seeks revenge. <b>Option C is incorrect</b> because getting peers involved could either create conflict or escalate existing conflict, neither of which is effective for dealing with criticism. <b>Option D is incorrect</b> because sometimes it is appropriate to disengage from a conversation even if disagreement still exists and there does not appear to be a resolution.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
15	007	C	<p><b>Option C is correct</b> because adolescents with dual-parent families, high academic performance and deep religious beliefs have a delayed onset of sexual activity. <b>Option A is incorrect</b> because adolescents who have high levels of body pride have higher levels of sexual activity. <b>Option B is incorrect</b> because adolescents from a lower socioeconomic status who reside in urban areas have higher levels of sexual activity across all age groups. <b>Option D is incorrect</b> because adolescents who tend to have thoughts of suicide and do not feel parents care about them have higher levels of sexual activity.</p> <p><a href="#">Back to Question</a></p>
16	007	D	<p><b>Option D is correct</b> because in a healthy relationship, each person has worth and should be treated as such, even if there are differences in thoughts, feelings or values. <b>Option A is incorrect</b> because in a healthy relationship there should be no demands that the other person change to meet a partner's expectations. <b>Option B is incorrect</b> because even when opinions differ, in a healthy relationship the partners value each other. <b>Option C is incorrect</b> because paying attention to one's partner is essential to a healthy relationship.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
17	008	B, C, D	<p><b>Options B, C and D are correct</b> because illness-causing bacteria can survive on the hands, cooking utensils, produce and cutting boards. To reduce the risk, it is important to wash hands often, use a food thermometer when cooking meat or poultry to ensure food is cooked to a safe minimum internal temperature, and separate ready-to-eat-foods from raw meats poultry, seafood and eggs.</p> <p><b>Option A is incorrect</b> because hands should be washed using warm water for at least 20 seconds. <b>Option E is incorrect</b> because most perishable foods should be refrigerated within two hours of serving.</p> <p><a href="#">Back to Question</a></p>
18	009	C	<p><b>Option C is correct</b> because alcoholism is often a comorbid condition following the development of bipolar disorder. <b>Options A, B and D are incorrect</b> because non-Hodgkin’s lymphoma, sickle-cell anemia and multiple sclerosis do not typically lead to alcoholism.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
19	009	A	<p><b>Option A is correct</b> because allowing the students to seek information on factors preventing or encouraging drug use or abuse better represents theoretical and evidence-based approaches, and having the students locate, organize and synthesize information allows them to generate their own content, thus allowing greater internalization. <b>Option B is incorrect</b> because a physician’s presentation is similar to a lecture, so students would have no opportunity to apply the information. <b>Option C is incorrect</b> because the teacher’s demonstration provides information with visual support but does not challenge students to apply the information. <b>Option D is incorrect</b> because former convicts sharing personal experiences uses fear-arousal techniques to dramatize drug use. Scare tactics have proven ineffective methods for reducing drug misuse or abuse.</p> <p><a href="#">Back to Question</a></p>
20	009	C	<p><b>Option C is correct</b> because cognitive-behavioral therapy challenges drug users to analyze behaviors to help recognize, avoid and cope with situations in which drug use is a temptation. <b>Option A is incorrect</b> because motivational incentives use positive reinforcement to encourage abstinence from drugs. <b>Option B is incorrect</b> because motivational interviewing focuses on the individual’s readiness to change behavior and enter treatment. <b>Option D is incorrect</b> because multidimensional family approaches examine influences on drug use patterns with an emphasis on improving overall family functioning.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
21	010	B	<p><b>Option B is correct</b> because a recent study shows that lower socioeconomic status groups report more sleep problems, which in turn can cause diabetes, obesity, heart disease, and weakened immune systems. <b>Option A is incorrect</b> because the data support the theory that low-economic status groups are more at risk for the health problems listed. <b>Option C is incorrect</b> because not all students who work 30-hour weeks are sleep deprived. <b>Option D is incorrect</b> because not all employees who work 50-hour weeks are sleep deprived.</p> <p><a href="#">Back to Question</a></p>
22	010	B	<p><b>Option B is correct</b> because with Sara already being addicted to drugs, a treatment program would be best for her. <b>Option A is incorrect</b> because an intervention is used to urge people to obtain help. <b>Option C is incorrect</b> because Sara is already addicted; she cannot be prevented from abusing drugs. <b>Option D is incorrect</b> because Sara is already addicted; she does not need an abuse awareness program.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
23	010	C	<p><b>Option C is correct</b> because an asthma action plan is a written, day-to-day management plan developed by the patient, parents and doctor to help reduce, control and prevent asthma flare-ups. The school should have copies of the student’s action plan. <b>Option A is incorrect</b> because with help from their doctors, people with asthma can safely get the exercise they need to stay healthy. <b>Option B is incorrect</b> because teens with asthma should be involved in all discussions and treatment choices impacting their health. <b>Option D is incorrect</b> because students with asthma should inform teachers, coaches and friends of their condition so they can receive emergency aid if needed.</p> <p><a href="#">Back to Question</a></p>
24	011	D	<p><b>Option D is correct</b> because a proactive decision-making style requires the individual to identify and evaluate possible decisions, make a decision and take responsibility for the outcome. <b>Option A is incorrect</b> because a person who fails to make choices and allows things to just happen has an inactive decision-making style. <b>Option B is incorrect</b> because interactive decision making is not a style; it is a strategy involving all relevant stakeholders in a process to realize widely supported decisions. <b>Option C is incorrect</b> because a reactive style allows other people to make decisions for an individual.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
25	011	C	<p><b>Option C is correct</b> because losing weight requires goals as well as a plan to monitor exercise and promote a healthy diet. <b>Option A is incorrect</b> because quick weight loss is not healthy. Slower, steady weight loss is recommended. <b>Option B is incorrect</b> because the Internet can contain incorrect information and unsafe weight-loss plans, and it should not be the only source of information. <b>Option D is incorrect</b> because although it is a good idea to discuss intentions with friends and family, this should be only a part of the plan, not the entire plan.</p> <p>Back to Question</p>
26	012	D	<p><b>Option D is correct</b> because the National Institutes of Health (NIH), a government agency, is one of the world’s foremost medical research centers. <b>Options A, B and C are incorrect</b> because these are not credible or reliable Web sites for health care information.</p> <p>Back to Question</p>
27	012	A	<p><b>Option A is correct</b> because research has found strong associations between increases in advertising for non-nutritious foods and rates of childhood obesity. <b>Option B is incorrect</b> because the portion sizes that ads suggest are more than the average child needs. <b>Option C is incorrect</b> because ads for healthy food are permitted to use terms such as “low fat” and “organic.” <b>Option D is incorrect</b> because the fast-food industry often advertises their products as being bigger and better than the real thing.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	013	D	<p><b>Option D is correct</b> because a doctor choosing a replacement will most likely select someone trustworthy. <b>Option A is incorrect</b> because asking coworkers for recommendations is a good step in searching for a new doctor but is not necessarily the first step. <b>Option B is incorrect</b> because searching online is a possible complementary step in choosing a doctor but is not the best first step. <b>Option C is incorrect</b> because it is best to first get recommendations or ask whether there will be a replacement physician and then find out whether the replacement is covered by insurance.</p> <p><a href="#">Back to Question</a></p>
29	014	B	<p><b>Option B is correct</b> because health education is the component of a coordinated school health program that implements the health curriculum for the school. <b>Option A is incorrect</b> because providing health and nutrition services is the role of the health services personnel. <b>Option C is incorrect</b> because professionals such as certified school counselors, psychologists and social workers provide these services to support the mental health needs of students. <b>Option D is incorrect</b> because training parents and the community is the job of the administration and health advisory council, not just the health educator.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
30	014	D	<p><b>Option D is correct</b> because parents and local residents are familiar with the community’s health needs, so their input is valuable to use when planning a school health education program. <b>Option A is incorrect</b> because population is not a factor that affects an individual school health education program. <b>Option B is incorrect</b> because the CSH program is only a small part of the school health education program and may need to be supplemented with other resources. <b>Option C is incorrect</b> because while state survey results can be used, they do not directly address local culture, needs and interests, which may differ from state survey results.</p> <p><a href="#">Back to Question</a></p>
31	015	B	<p><b>Option B is correct</b> because using correct grammar will help students to continue to develop language arts skills and not develop bad habits. <b>Option A is incorrect</b> because all school instruction should be viewed as important. <b>Option C is incorrect</b> because being an earnest, caring teacher is not the primary benefit of teaching correct grammar in health class. <b>Option D is incorrect</b> because writing is a fundamental skill needed for all education, not just in any one class.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
32	015	A	<p><b>Option A is correct</b> because having the students explore their own ethnic background is interactive, fun and informative. <b>Option B is incorrect</b> because creating a slide presentation does not allow students to interact with their family members or learn anything about themselves. <b>Option C is incorrect</b> because reading articles and answering questions are not interactive activities. <b>Option D is incorrect</b> because watching a video is not an interactive activity.</p> <p><a href="#">Back to Question</a></p>

## Study Plan Sheet

<b>STUDY PLAN</b>						
<b>Content covered on test</b>	<b>How well do I know the content?</b>	<b>What material do I have for studying this content?</b>	<b>What material do I need for studying this content?</b>	<b>Where can I find the materials I need?</b>	<b>Dates planned for study of content</b>	<b>Date Completed</b>

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## Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### JOURNALS

*American Journal of Health Education*, The Society of Health and Physical Educators (SHAPE America).

*Health Education & Behavior Journal*, The Society for Public Health Education.

*Health Promotion Practice*, The Society for Public Health Education.

*Journal of School Health*, American School Health Association.

*Pedagogy in Health Promotion: The Scholarship of Teaching and Learning*, The Society for Public Health Education.

### OTHER RESOURCES

Alters, S., and Schiff, W. (2012). *Essential Concepts for Healthy Living*. Sudbury, Mass.: Jones and Bartlett.

Bronson Merki, M., and Merki, D. (2011). *Health: A Guide to Wellness*. Mission Hills, Calif.: Glencoe, Macmillan/McGraw-Hill.

Capuzzi, D., and Gross, D. (2014). *Youth at Risk: A Resource for Counselors, Teachers, and Parents*. Alexandria, Va.: American Counseling Association.

Donatelle, R. (2014). *Access to Health*. San Francisco, Calif.: Pearson Education.

Edlin, G., and Golanty, E. (2012). *Health and Wellness: A Holistic Approach*. Sudbury, Mass.: Jones and Bartlett.

Hales, D. (2015). *An Invitation to Health*. Belmont, Calif.: Thomas Wadsworth.

Insel, P., and Roth, W. (2015). *Core Concepts in Health*. New York, N.Y.: McGraw-Hill.

Meeks, L., Heit, P., and Page, R. (2012). *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*. New York, N.Y.: McGraw-Hill.

Texas Education Agency. (2013). *Texas Essential Knowledge and Skills (TEKS)*.

### ONLINE RESOURCES

American School Health Association — [www.ashaweb.org](http://www.ashaweb.org)

National Health Education Standards — [www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm)

Society of Health and Physical Educators (SHAPE America) — [www.shapeamerica.org](http://www.shapeamerica.org)

The Society for Public Health Education (SOPHE) — [www.sophe.org](http://www.sophe.org)

