

FIELD 509: HEALTH

TEST FRAMEWORK

December 2021

Content Domain	Range of Competencies	Approximate Percentage of Test Score
I. Health Promotion and Disease Prevention	0001–0002	28%
II. Skills for Enhancing Health and Reducing Risks	0003–0005	44%
III. Health Literacy, Instruction, and Assessment	0006–0007	28%

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HEALTH PROMOTION AND DISEASE PREVENTION

0001 Understand principles and practices of health promotion and disease prevention.

- Recognize the role of the health education teacher in supporting the physical, mental, emotional, and social health of students and students' success in learning.
- Demonstrate knowledge of the stages and expected patterns of physical, cognitive, social, and emotional development throughout the life span.
- Demonstrate knowledge of the social determinants of health and ways in which they affect a range of health, functioning, and quality-of-life outcomes and risks.
- Analyze the relationship between adverse childhood experiences (ACEs) and unmet health needs and the concept that a student's basic human needs must be met for learning to occur.
- Demonstrate knowledge of personal care and hygiene practices that have beneficial effects on lifelong health and wellness.
- Demonstrate knowledge of causes, modes of transmission, and signs and symptoms of common illnesses, diseases, and disorders.
- Demonstrate knowledge of the effect of lifestyle behaviors on health and wellness.
- Analyze ecological, social, cultural, economic, genetic, and environmental factors that influence students' health and increase or decrease susceptibility to health outcomes.
- Apply knowledge of practices for preventing communicable, noncommunicable, and chronic diseases and methods of screening for, detecting, managing, and controlling illness and disease.
- Evaluate the effects of public policies, health-care resources, and medical research and technology on emerging health issues and health-promotion and disease-prevention efforts.

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0002 Understand the roles of nutrition and physical activity in maintaining lifelong health.

- Demonstrate knowledge of anatomy and physiology in relation to key aspects of physical health, growth, and development.
- Identify sources, functions, and effects of nutrients on body systems, energy processes, physical performance, and body composition.
- Analyze various influences on eating behaviors and ways in which eating habits affect the functioning of the human body and overall health.
- Apply knowledge of principles and skills for locating, evaluating, and using nutritional tools and guidelines to establish, monitor, and achieve personal health goals.
- Apply knowledge of how to interpret nutritional facts and labels and use the information to make health-enhancing decisions.
- Demonstrate knowledge of components of health-related fitness, appropriate strategies and activities for assessing and addressing these components, and factors that affect physical fitness and performance.
- Demonstrate knowledge of how body systems adapt to physical activity and of exercise principles that enhance health-related fitness.
- Identify methods and criteria for designing, implementing, and monitoring personal fitness plans and ways in which health goals may vary with changing abilities, priorities, and responsibilities.
- Analyze the relationships between physical activity and mental, emotional, and social health and well-being.

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SKILLS FOR ENHANCING HEALTH AND REDUCING RISKS

0003 Understand adolescent health risk factors and strategies and skills for preventing and reducing health risks during adolescence.

- Demonstrate knowledge of protective factors that help students avoid behaviors that put them at risk for adverse health and educational outcomes (e.g., self-efficacy, self-esteem, parental support, adult mentors, youth programs).
- Recognize factors and behaviors that are associated with an increased risk of violence and danger, and recognize skills, procedures, and resources for seeking assistance and preventing, avoiding, and reporting violence.
- Demonstrate knowledge of factors that influence decisions about high-risk health behaviors and of techniques, strategies, and activities that promote students' ability to avoid and abstain from such behaviors.
- Recognize the physiological and psychological effects of alcohol, tobacco and nicotine, and other drugs and the effects of addictive behaviors on personal growth and development.
- Apply knowledge of practices, strategies, and activities that help prevent and reduce risks associated with alcohol, tobacco and nicotine, and other drug use, including over-the-counter (OTC) and nonprescribed medications.
- Demonstrate knowledge of risk factors and characteristics of addictive behaviors, as well as types of programs and methods for treating addiction.
- Demonstrate knowledge of societal and legal issues and consequences related to addiction and illicit alcohol and drug use.
- Demonstrate knowledge of the impact of addiction on individuals, families, and communities.
- Recognize connections between risk behaviors involving alcohol, tobacco and nicotine, and other drugs and the likelihood of engaging in other unhealthy behaviors.
- Demonstrate knowledge of sexual and reproductive health and of principles, strategies, and resources for promoting students' ability to protect their sexual and reproductive health.
- Demonstrate knowledge of characteristics, transmission, and treatment of sexually transmitted infections (STIs), including HIV, and of strategies and resources for preventing and minimizing sexual health risks.
- Analyze the use and synthesis of national-, state-, and district-level data on behavioral health risks among school-age youth to inform health education programs and instruction.

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0004 Understand factors that influence mental, emotional, and social health and strategies and skills for promoting healthy relationships and communication.

- Evaluate risk and protective factors, behaviors, and characteristics that foster or hinder mental and emotional health and well-being (e.g., self-concept, resiliency, environment, physical health).
- Recognize interpersonal skills for supporting positive relationships with others and how to use communication skills to express needs, desires, and feelings appropriately.
- Demonstrate knowledge of the positive and negative effects of technology on relationships and communication patterns.
- Demonstrate knowledge of social-emotional learning principles and factors that contribute to developing, strengthening, and maintaining friendships and caring relationships.
- Demonstrate understanding of strategies for expressing diverse viewpoints productively, as well as ways to show respect for others regardless of their values and opinions.
- Demonstrate knowledge of ways to facilitate respect and understanding of individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
- Analyze the importance of interpersonal, family, social, and school community bonds and connections for the development of self-esteem and sense of security and belonging.
- Recognize sources of stress and anxiety; effects of stress and anxiety on mental and emotional health; and strategies for coping with stress, anxiety, transitions, and life changes in health-enhancing ways.
- Demonstrate knowledge of warning signs and symptoms of depression, grief, self-harm, and suicide ideation and strategies and resources for addressing, reporting, and obtaining help for these conditions.
- Recognize behaviors and characteristics associated with eating disorders, effects of eating disorders on health, and strategies and resources for helping individuals with eating disorders.
- Demonstrate knowledge of healthy and unhealthy dating relationships and strategies and skills for maintaining healthy relationships and obtaining help when needed.
- Identify types of family roles and responsibilities, characteristics of healthy family relationships, and strategies and resources for coping with family issues.
- Analyze causes and effects of positive and negative peer pressure and strategies and communication techniques for resisting and responding to negative peer pressure.

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- Apply knowledge of how to promote students' use of appropriate strategies, procedures, and resources in responding to bullying, harassment, exclusion, and intimidation, including digital and electronic forms.

0005 Understand how to use safety, goal-setting, decision-making, conflict-resolution, and advocacy skills to enhance health.

- Demonstrate knowledge of unsafe situations in the home, at school, online, and in the community, as well as strategies for recognizing and avoiding potential risks at home, at school, online, and in the community.
- Apply knowledge of principles and precautions related to traffic and pedestrian safety, fire prevention, water and sun safety, poison prevention, and safety during recreation and play.
- Evaluate common causes of accidents, perceptions and behaviors that lead to intentional and unintentional injuries, and strategies for reducing and preventing risk-taking behaviors.
- Identify methods of assessing personal health strengths and risks, including short-term and long-term effects of personal safety strategies and harmful behaviors.
- Demonstrate knowledge of criteria, steps, and strategies for establishing, implementing, monitoring, and evaluating progress toward personal health goals.
- Demonstrate knowledge of influences on health-related decisions and behaviors and steps and strategies for making informed choices and decisions to reduce and avoid health risks.
- Analyze common causes and consequences of conflict in families, schools, and communities and techniques and processes that students can use to manage and resolve conflicts.
- Apply knowledge of basic principles and procedures for first aid and medical care, including for life-threatening respiratory and cardiac emergencies.
- Recognize principles of emergency preparedness and procedures and resources for obtaining assistance in an emergency or crisis (e.g., severe weather, family crisis, school violence, accidents).
- Identify strategies, skills, and resources for advocating for personal, family, peer, and community health and safety and supporting others in making healthy choices.

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HEALTH LITERACY, INSTRUCTION, AND ASSESSMENT

0006 Understand health literacy, influences on health behaviors, and skills and criteria for locating and evaluating health information and services.

- Demonstrate knowledge of concepts and principles related to health literacy (e.g., the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions), digital literacy, and data literacy.
- Apply knowledge of criteria and skills for researching, locating, accessing, and evaluating the validity of health-related data, information, products, and services.
- Analyze how attitudes, perceptions, and behaviors related to health are influenced by family, peers, culture, society, technology, social media, and other factors.
- Analyze ways in which various types of media communicate misleading messages (e.g., about attractiveness, sexual activity, substance use) to students.
- Demonstrate knowledge of persuasive techniques used in health-related marketing and advertising and strategies for promoting students' ability to recognize, analyze, and resist unhealthy messages.
- Demonstrate knowledge of the effects of environmental factors and events on health and safety, as well as the short- and long-term effects of human behaviors on the environment.
- Apply knowledge of criteria and strategies for navigating health-care systems, including types of health-care providers, agencies, services, and insurance plans.
- Recognize the roles of community organizations and public health policies and agencies (e.g., county health department, Centers for Disease Control and Prevention [CDC], World Health Organization [WHO]) in disease prevention.
- Recognize federal laws, guidelines, and agencies governing the health, safety, and consumer rights of individuals.
- Demonstrate knowledge of skills and requirements needed for careers in health-related fields and roles and responsibilities associated with a variety of health-related occupations.

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0007 Understand curriculum, instruction, assessment, and professionalism in the health education program.

- Apply knowledge of principles, techniques, and criteria for conducting and using needs assessments and professional tools to design, implement, and evaluate health education curricula.
- Demonstrate knowledge of the Whole School, Whole Community, Whole Child (WSCC) model and framework for school health education, the connections between health and academic achievement, and the importance of evidence-based school policies and practices.
- Demonstrate knowledge of health barriers and their effects on development and learning, as well as ways in which students' developmental characteristics, learning preferences, and diverse backgrounds and experiences (e.g., cultural, economic, racial, religion, gender, gender identity) influence the provision of health education instruction and assessment.
- Analyze theoretical foundations of health behavior change and learning; current evidence-based health research, initiatives, and policies; and legal and ethical considerations in health education programs.
- Demonstrate knowledge of how to plan school health education programs that are aligned with preK–12 health education standards and that include instructional technology, resources, accommodations, and modifications that support all students.
- Apply knowledge of best practices for implementing a range of instructional strategies and activities to facilitate students' acquisition of functional health knowledge and health-enhancing skills, behaviors, and attitudes.
- Apply knowledge of multiple methods, tools, and techniques for assessing and evaluating student knowledge and skills, monitoring student progress, providing meaningful feedback to students and families, and adjusting instructional approaches and activities.
- Identify principles and methods for communicating and collaborating with students, families, colleagues, stakeholders, and health agencies to enhance student knowledge and skills and advocate for program goals.
- Demonstrate knowledge of the role of the health education teacher as a facilitator and resource for health information and the importance of professional development and reflective practice in supporting students' success in learning.