

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Health EC–12 (157)



Table of Contents

About The Test	3
The Domains	4
The Standards	5
Domains and Competencies.....	6
Domain I — Personal Health.....	6
Domain II — Healthy Interpersonal Relationships.....	9
Domain III — Community and Environmental Health and Safety	11
Domain IV — Health-Related Skills and Resources	13
Domain V — The School Health Education Program	15
Approaches to Answering Multiple-Choice Questions.....	17
How to Approach Unfamiliar Question Formats	17
Question Format	18
Single Questions	18
Multiple-Choice Practice Questions	25
Answer Key and Rationales	48
Study Plan Sheet	75
Preparation Resources	76

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

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. Your final scaled score will be based only on scored questions.

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

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

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

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.

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

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).

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

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.

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

-
- 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.

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

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.

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

-
- 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.

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

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.

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

-
- 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.

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

-
- 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.

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

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.

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

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).

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

-
- 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.

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

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. 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.

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.

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

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.** You may be asked to enter a text or numeric answer. 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.

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

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.

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

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.

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

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.

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.

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

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.

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.

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.

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

COMPETENCY 001

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

Answer and Rationale

COMPETENCY 001

2. Which of the following body systems work most closely together to provide oxygen to all of the body's cells?
 - A. Respiratory and circulatory
 - B. Lymphatic and respiratory
 - C. Circulatory and nervous
 - D. Muscular and circulatory

Answer and Rationale

COMPETENCY 002

3. By watching for signs of emotional stress in adolescent students, the teacher demonstrates an understanding of which of the following principles?
 - A. Adolescents' sleep can be affected, which makes them more alert in the early morning.
 - B. Adolescents' brains are fully developed by 18 years of age.
 - C. Adolescents tend to vindictively make poor choices and experience conflict with their parents and others, such as school staff.
 - D. Adolescents may encounter a new and unfamiliar set of social experiences as their bodies go through various changes.

Answer and Rationale

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

COMPETENCY 002

4. 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

COMPETENCY 002

5. 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

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

COMPETENCY 002

6. 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

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

Answer and Rationale

COMPETENCY 003

8. 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

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

COMPETENCY 003

9. 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

10. 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

COMPETENCY 004

11. 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

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

COMPETENCY 004

12. The Centers for Disease Control and Prevention (CDC) estimates that 20 percent of people age 55 or older experience some type of mental health issue. Which of the following conditions are most commonly found in this particular population?
- A. Eating disorders, depression, and schizophrenia
 - B. Substance abuse and addiction
 - C. Anxiety, severe cognitive impairment, and mood disorders
 - D. Attention-deficit/hyperactivity disorder and autism spectrum disorder

Answer and Rationale

COMPETENCY 004

13. During the week, Samantha, a college student, studies hard, exercises regularly, eats a nutritious diet, and gets plenty of sleep. She drinks alcohol once a week at weekend parties, where she typically has five or six drinks within two hours. Which of the following terms most accurately describes her drinking habits?
- A. Infrequent
 - B. Light
 - C. Moderate
 - D. Binge

Answer and Rationale

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

COMPETENCY 005

14. 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

15. 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

COMPETENCY 005

16. Which of the following is the most likely emotional response when a young child experiences the death of a close family member?
- A. Sleeping through the school day
 - B. Running away from home
 - C. Asking repetitive questions
 - D. Engaging in risky physical behavior

Answer and Rationale

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

COMPETENCY 006

17. 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 do
 - 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

18. 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.

COMPETENCY 006

19. 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

20. 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

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

COMPETENCY 007

21. 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 007

22. Which of the following behaviors is most characteristic of a healthy teenage dating relationship?
- A. Accompanying each other to all classes and activities throughout the day
 - B. Giving each other space to hang out with friends and family
 - C. Maintaining physical contact with each other as much as possible
 - D. Monitoring each other's daily activities and interactions

Answer and Rationale

COMPETENCY 007

23. Which of the following strategies is the most appropriate way to prevent the spread of a sexually transmitted disease (STD) to another person?
- A. Using condoms with new sexual partners
 - B. Seeing a doctor and following instructions for treatment
 - C. Asking sexual partners to watch for symptoms of the disease
 - D. Abstaining from sex until physical symptoms of the disease disappear

Answer and Rationale

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

COMPETENCY 008

24. 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 008

25. In a lesson on water safety, a high school health teacher plans to discuss rip currents. According to the Centers for Disease Control and Prevention (CDC), which of the following represents the recommended sequence of actions swimmers should take if they should get caught in a rip current?
- A. Swim underwater, stay beneath the current, and move diagonally toward the shore
 - B. Swim sideways, stay out of the current, and move diagonally toward the shore
 - C. Swim in the direction of the current, and then move perpendicularly toward the shore
 - D. Swim against the current, and then move toward the shore

Answer and Rationale

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

COMPETENCY 008

26. Which of the following is the most appropriate activity for teaching high school students how to prevent and respond to potentially violent situations when they are involved in a social relationship of a romantic or intimate nature?
- A. Creating a mind map to describe and give examples of different types of dating violence
 - B. Discussing relationship scenarios to identify warning signs of abuse or violent behavior
 - C. Demonstrating the use of assertive communication and refusal skills during a dating violence role-playing activity
 - D. Using the Youth Risk Behavior Surveillance System (YRBSS) data to examine local trends in dating violence

Answer and Rationale

COMPETENCY 008

27. Two students in a classroom are in a heated argument, and the teacher fears that it may turn into a physical fight. Which of the following is the most appropriate action for the teacher to take to ensure the safety of all parties involved?
- A. Going to the classroom across the hall for help
 - B. Using the telephone to call for help
 - C. Trying to talk one of the two students out of the classroom and into some other supervised space
 - D. Sending another student to the office to bring back help

Answer and Rationale

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

COMPETENCY 009

28. 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

COMPETENCY 009

29. 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

30. 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

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

COMPETENCY 010

31. 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

COMPETENCY 010

32. 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

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

COMPETENCY 010

33. 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

COMPETENCY 011

34. 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

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

COMPETENCY 011

35. 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 sold 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 who will have a direct influence on the student's behavior.

Answer and Rationale

COMPETENCY 011

36. Which of the following findings from studies on adolescents best support the use of peer education as a method for helping students make informed decisions about health behaviors?
- A. Receiving counseling from physicians helps adolescents make changes to their dietary patterns.
 - B. Parents of adolescents play an important role in increasing or decreasing the risk for specific behaviors.
 - C. Adolescents who believe that their friends are participating in a certain health behavior are more likely to adopt that behavior.
 - D. Common reasons for taking part in physical activity include enjoyment, social interaction, and weight management.

Answer and Rationale

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

COMPETENCY 011

37. Which of the following teaching strategies best utilizes the theory that students are more likely to change their attitudes and behaviors when they believe that a person who is similar to them faces the same concerns?
- A. Peer education
 - B. Service learning
 - C. Resistance training
 - D. Youth development

Answer and Rationale

COMPETENCY 012

38. 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

39. Which of the following is the most accurate statement about many 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

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

COMPETENCY 012

40. Which of the following is the best first step for determining whether a Web site is a credible and valid source for seeking information when making health-related decisions?
- A. Looking through the news and events pages and reading through postings to gather user opinions
 - B. Checking to see whether there is an address or an e-mail contact link available
 - C. Determining who is responsible for the site by checking the site map for an About Us link
 - D. Reading through frequently asked questions on the site to see what questions have already been asked and answered

Answer and Rationale

COMPETENCY 012

41. Health-related information is readily available for public consumption. It can sometimes be confusing when trying to determine which health services and products to use and which health behaviors to practice. For people to make the most appropriate decisions about their health, it is important that they
- A. be health literate.
 - B. have health insurance.
 - C. search health Web sites.
 - D. ask for recommendations.

Answer and Rationale

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

COMPETENCY 013

42. 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

COMPETENCY 013

43. After receiving a clean bill of health from her doctor and dentist, Sarah is instructed to continue with regularly scheduled medical and dental checkups for which of the following reasons?
- A. Detecting any developing health problems before they become serious
 - B. Treating any injuries sustained during daily exercise routines
 - C. Preventing the cost of her health insurance premiums from going up
 - D. Maintaining her current weight and reducing the possibility of becoming obese

Answer and Rationale

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

COMPETENCY 014

44. Which of the following is the role of the health teacher in the Whole School, Whole Community, Whole Child (WSCC) model?
- 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 the Whole School, Whole Community, Whole Child (WSCC) model.

Answer and Rationale

COMPETENCY 014

45. 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 Whole School, Whole Community, Whole Child (WSCC) model 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.

COMPETENCY 014

46. A school district is implementing a School Health Advisory Council (SHAC). Which of the following is the best reason for a school district to form a SHAC?
- A. It is financially profitable.
 - B. It is required by state law.
 - C. It is good public relations.
 - D. It is good for school staff to connect with the community.

Answer and Rationale

COMPETENCY 015

47. 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

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

COMPETENCY 015

48. 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

COMPETENCY 015

49. Which of the following strategies is most effective to help high school students resist peer pressure to use drugs?
- A. Reading a fictional story about a student who says no to drugs
 - B. Watching a video about a student who overdoses on drugs
 - C. Role-playing a situation in which students practice saying no to drugs
 - D. Writing a scenario about a student who is being pressured to use drugs

Answer and Rationale

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

COMPETENCY 015

50. Which of the following is the most effective way for a health education teacher to help a student who has been a victim of cyberbullying?
- A. Prosecute the student who is cyberbullying to the fullest extent of the law
 - B. Instruct the class about cyberbullying so all students can recognize the typical behaviors
 - C. Restrict the use of electronics for the student who is cyberbullying to prevent future incidents
 - D. Involve the student who was bullied in the resolution process to restore a feeling of safety and inclusion

Answer and Rationale

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

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p>Option B is correct because stillbirth is one of the conditions most commonly associated with alcohol consumption during pregnancy. Option A is incorrect because diabetes is more commonly transferred to the child if the mother has diabetes as well. Option C is incorrect because low birth weight is normally associated with smoking during pregnancy. Option D is incorrect 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>Back to Question</p>
2	001	A	<p>Option A is correct because the respiratory system brings oxygen into the body, and the circulatory system delivers oxygen to all body cells. Option B is incorrect because the lymphatic system is responsible for filtering blood and contributes to the immune system. Option C is incorrect because the nervous system works indirectly with the respiratory and circulatory systems. Option D is incorrect because the muscular system works indirectly with the respiratory and circulatory systems</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	001	D	<p>Option D is correct because adolescents may experience an increase or decrease in popularity within their peer group due to the obvious changes happening to their bodies. Option A is incorrect because the lack of sleep causes adolescents to be more alert during the evening. Option B is incorrect because the human brain does not fully develop until one is in his or her 20s. Option C is incorrect because adolescents do not vindictively make poor choices; poor choices are a result of hormonal changes and an immature brain.</p> <p>Back to Question</p>
4	002	D	<p>Option D is correct because high-fructose corn syrup is an added sugar, so it can negatively affect those with diabetes. Option A is incorrect 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. Option B is incorrect because nutmeg is a spice and does not have negative effects on those with diabetes. Option C is incorrect because <i>L. acidophilus</i> is a bacterium that aids digestive health and does not have negative effects on those with diabetes.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	002	B	<p>Option B is correct because eating a balanced diet and exercising is a natural way to lose weight. Option A is incorrect because diet pills are unregulated by the Food and Drug Administration and should be considered unhealthy. Option C is incorrect because weight-loss surgery should only be used to lose weight if all else has failed and if it is performed by a reputable surgeon. Option D is incorrect because low-calorie diets can be unhealthy.</p> <p>Back to Question</p>
6	002	D	<p>Option D is correct 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. Option A is incorrect because this component is assessed with the sit-and-reach test. Option B is incorrect 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. Option C is incorrect 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>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	002	A	<p>Option A is correct because penicillin is an antibiotic that can treat bacterial pneumonia. Option B is incorrect because genital herpes is a virus and cannot be treated with an antibiotic. Option C is incorrect because trichinosis is caused by a parasite and cannot be treated with an antibiotic. Option D is incorrect because athlete's foot is caused by a fungus and cannot be treated by an antibiotic.</p> <p>Back to Question</p>
8	003	A	<p>Option A is correct because a lack of exercise has been identified as a risk factor for Alzheimer's disease. Research suggests that strategies for overall healthy aging, including exercising both the mind and body, keep the brain healthy and may reduce the risk of developing Alzheimer's. Options B, C, and D are incorrect because consuming green, leafy vegetables, retiring before age 50, and having weight-reduction surgery are not risk factors for Alzheimer's.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	003	D	<p>Option D is correct because economically disadvantaged students are mostly lacking health care, food, and sleep. Option A is incorrect 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. Option B is incorrect because love, affection, and group affiliation are not the first things a disadvantaged student would need. Option C is incorrect because most disadvantaged students usually have some type of shelter and safety.</p> <p>Back to Question</p>
10	003	D	<p>Option D is correct because teaching how to handle a drug relapse is most essential to helping a person with an addiction to prescription drugs. Option A is incorrect because a treatment program would not teach someone how to integrate drugs into his or her lifestyle. Option B is incorrect because teaching the pharmacology of drugs will not help someone with a drug problem. Option C is incorrect because teaching about drug interactions and safety would not help someone stop abusing drugs.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	004	A	<p>Option A is correct because the most frequently diagnosed mental disorder in the United States is anxiety disorder. Options B, C, and D are incorrect because substance abuse, mood disorders, and eating disorders are not the most frequently diagnosed mental disorders in the United States.</p> <p>Back to Question</p>
12	004	C	<p>Option C is correct because the CDC estimates that 20 percent of people age 55 or older experience some type of mental health concern. The most common conditions include anxiety, severe cognitive impairment, and mood disorders such as depression or bipolar disorder.</p> <p>Option A is incorrect because although depression is common among people age 55 and older, eating disorders and schizophrenia are not common in people age 55 or older. Option B is incorrect because although drug use is increasing among people in their fifties and early sixties, youth transitioning into adulthood have some of the highest rates of alcohol and substance abuse.</p> <p>Option D is incorrect because attention-deficit/hyperactivity disorder and autism spectrum disorder are not common mental health issues found in people age 55 or older.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	004	D	<p>Option D is correct because binge drinking is a pattern of drinking that brings a person’s blood alcohol concentration (BAC) to 0.08 grams percent or above. This typically happens when men consume five or more drinks or women consume four or more drinks in about two hours. Most people who binge drink are not alcohol dependent. Options A, B, and C are incorrect because they do not describe the student’s drinking pattern.</p> <p>Back to Question</p>
14	005	D	<p>Option D is correct because a graphic organizer will help students visualize similarities and differences among family responsibilities in numerous cultures. Option A is incorrect because students are writing about only one different culture and may not see differences in family responsibilities. Option B is incorrect because a video may supplement the lesson material but does not offer students an understanding or comparison of family responsibilities in different cultures. Option C is incorrect because although listening to a peer with different experiences can be valuable, students are only hearing one example of family responsibilities in a different culture.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	005	A	<p>Option A is correct because by showing students empathy and helping them to develop empathy, the teacher will improve students' relationships inside and outside of school. Option B is incorrect because structure from the teacher may not transfer to structure at home. Option C is incorrect because discipline is training that the parent, not the teacher, provides the child. Option D is incorrect because the teacher's organization does not affect the students' lives at home.</p> <p>Back to Question</p>
16	005	C	<p>Option C is correct because it is common for young children to ask repetitive questions about the death as a way of processing it. Option A is incorrect because it is not common for young students to sleep through the school day when they have experienced death. This is a more common response for a grieving teenager or adult. Option B is incorrect because running away from home is not a common response for young, grieving children. This is an emotional response to grief more likely to occur in adolescents. Option D is incorrect because engaging in risky physical behavior is not a common response for young, grieving children; it is common in adolescents.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	006	D	<p>Option D is correct 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 parents in particular. Option A is incorrect 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. Option B is incorrect because school-based interventions that involve only the parents are not very effective. Option C is incorrect because school-based interventions that involve only school employees do not have a high rate of success.</p> <p>Back to Question</p>
18	006	C	<p>Option C is correct because students who disrupt the flow of information to the group must be retrained to contribute to the group. Option A is incorrect because a student who does not participate in the discussions will not have the skills to lead the group. Option B is incorrect because putting a student who defers to the teacher in charge of the discussion will not lead to an advantageous group discussion. Option D is incorrect 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>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	006	A	<p>Option A is correct because learning to recognize the reality of the situation will help students let go of resentment and deal with the situation rationally. Option B is incorrect because the conflict will not be resolved if the person seeks revenge. Option C is incorrect because getting peers involved could either create conflict or escalate existing conflict, neither of which is effective for dealing with criticism. Option D is incorrect 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>Back to Question</p>
20	007	C	<p>Option C is correct because adolescents with dual-parent families, high academic performance, and deep religious beliefs have a delayed onset of sexual activity. Option A is incorrect because adolescents who have high levels of body pride have higher levels of sexual activity. Option B is incorrect because adolescents of a lower socioeconomic status who reside in urban areas have higher levels of sexual activity across all age groups. Option D is incorrect because adolescents who tend to have thoughts of suicide and do not feel their parents care about them have higher levels of sexual activity.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	007	D	<p>Option D is correct 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.</p> <p>Option A is incorrect because in a healthy relationship there should be no demands that one person change to meet a partner's expectations.</p> <p>Option B is incorrect because even when opinions differ, in a healthy relationship the partners value each other. Option C is incorrect because paying attention to one's partner is essential to a healthy relationship.</p> <p>Back to Question</p>
22	007	B	<p>Option B is correct because a sign of a healthy relationship is when teens are able to give each other space and can balance all of the relationships in their lives, as well continuing to pursue hobbies and activities outside of their romantic partnership. Option A is incorrect because while accompanying each other everywhere sounds romantic to some, it is actually a way of controlling each other's activities and interactions. Option C is incorrect because constant physical contact, such as a hand on the back, portrays an aura of ownership and control. Option D is incorrect because a healthy relationship is built on mutual trust, it is never okay for someone to constantly monitor where their partner is, what they are doing, or who they are talking with.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	007	B	<p>Option B is correct because a person with an STD should see a physician and follow the treatment plan in order to prevent the spread of the STD.</p> <p>Option A is incorrect because a person with an STD should use condoms with all partners, not just new ones, in order to prevent the spread of the STD. Option C is incorrect because a lack of physical symptoms does not ensure that the person does not have the disease.</p> <p>Option D is incorrect because a person with an STD should stop having sex until he or she is treated by a doctor. Lack of physical symptoms does not ensure the person does not have the disease.</p> <p>Back to Question</p>
24	008	B, C, D	<p>Options B, C, and D are correct 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>Option A is incorrect because hands should be washed using warm water for at least 20 seconds. Option E is incorrect because most perishable foods should be refrigerated within two hours of serving.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	008	B	<p>Option B is correct because the CDC recommends that a swimmer who is caught in a rip current should swim sideways, parallel to shore, and then once free of the current, swim diagonally toward the shore. Option A is incorrect because one should not swim underwater when caught in a rip current. Option C is incorrect because one should not swim in the direction of the current. Option D is incorrect because a swimmer should not try to swim against the current; rather, the swimmer should swim sideways until free of the current.</p> <p>Back to Question</p>
26	008	C	<p>Option C is correct because in order to prevent and respond to violent situations, students must develop the competence, self-efficacy, and skill sets that will enable them to stand up for themselves. The ability to practice assertive behavior and refusal skills in the safety of a controlled classroom environment will help build competence and confidence. Option A is incorrect because the mind-mapping activity provides definitions and contextual references about dating violence but does not provide strategies for prevention or response. Option B is incorrect because the discussion of scenarios teaches students to recognize warning signs but does not provide strategies for prevention or response. Option D is incorrect because examining local YRBSS data helps students examine group norms but does not provide strategies for prevention or response.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	008	C	<p>Option C is correct because the safest thing to do is diffuse the situation by trying to remove one of the two students involved in the argument to prevent it from escalating into a fight. Option A is incorrect because the teacher should never move away or leave the students unattended. Option B is incorrect because the time that it takes to be on the phone takes the teacher’s attention from the students who are arguing, making the situation unsafe for everyone in the classroom. Option D is incorrect because only sending a student to the office delays response in diffusing the argument, therefore keeping the environment unsafe for everyone present.</p> <p>Back to Question</p>
28	009	C	<p>Option C is correct because alcoholism is often a comorbid condition following the development of bipolar disorder. Options A, B, and D are incorrect because non-Hodgkin’s lymphoma, sickle-cell anemia, and multiple sclerosis do not typically lead to alcoholism.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	009	A	<p>Option A is correct 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. Option B is incorrect because a physician’s presentation is similar to a lecture, so students would have no opportunity to apply the information. Option C is incorrect because the teacher’s demonstration provides information with visual support but does not challenge students to apply the information. Option D is incorrect 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>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	009	C	<p>Option C is correct 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. Option A is incorrect because motivational incentives use positive reinforcement to encourage abstinence from drugs. Option B is incorrect because motivational interviewing focuses on the individual's readiness to change behavior and enter treatment. Option D is incorrect because multidimensional family approaches examine influences on drug use patterns with an emphasis on improving overall family functioning.</p> <p>Back to Question</p>
31	010	B	<p>Option B is correct 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. Option A is incorrect because the data support the theory that low economic status groups are more at risk for the health problems listed. Option C is incorrect because not all students who work 30-hour weeks are sleep deprived. Option D is incorrect because not all employees who work 50-hour weeks are sleep deprived.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	010	B	<p>Option B is correct because with Sara already being addicted to drugs, a treatment program would be best for her. Option A is incorrect because an intervention is used to urge people to obtain help. Option C is incorrect because Sara is already addicted; she cannot be prevented from abusing drugs. Option D is incorrect because Sara is already addicted; she does not need an abuse awareness program.</p> <p>Back to Question</p>
33	010	C	<p>Option C is correct 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. Option A is incorrect because with help from their doctors, people with asthma can safely get the exercise they need to stay healthy. Option B is incorrect because teens with asthma should be involved in all discussions and treatment choices affecting their health. Option D is incorrect because students with asthma should inform teachers, coaches, and friends of their condition so they can receive emergency aid if needed.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
34	011	D	<p>Option D is correct because a proactive decision-making style requires the individual to identify and evaluate possible decisions, make a decision, and take responsibility for the outcome. Option A is incorrect because a person who fails to make choices and allows things to just happen has an inactive decision-making style. Option B is incorrect because interactive decision-making is not a style; it is a strategy involving all relevant stakeholders in a process to realize widely supported decisions. Option C is incorrect because a reactive decision-making style allows other people to make decisions for an individual.</p> <p>Back to Question</p>
35	011	C	<p>Option C is correct because losing weight requires goals as well as a plan to monitor exercise and promote a healthy diet. Option A is incorrect because quick weight loss is not healthy. Slower, steady weight loss is recommended. Option B is incorrect because the Internet can contain incorrect information and unsafe weight-loss plans, and it should not be the only source of information. Option D is incorrect 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>

Question Number	Competency Number	Correct Answer	Rationales
36	011	C	<p>Option C is correct because studies indicate that peers have the ability to influence health behavior choices by acting as role models; this supports the use of peer education. Option A is incorrect because physicians are not students' peers; thus, this finding does not support the use of peer education. Option B is incorrect because parents are not their children's peers; thus, this finding does not support the use of peer education. Option D is incorrect because this statement does not make any reference to the influence of peers on reasons for participating in physical activity; thus, this finding does not support the use of peer education.</p> <p>Back to Question</p>
37	011	A	<p>Option A is correct because peer education draws on the credibility that young people have with their peers, leverages the power of role modeling, and provides flexibility in meeting the diverse needs of today's youth. Option B is incorrect because service learning is a technique where students learn through doing and can acquire good personal values through service to others. Option C is incorrect because resistance training is a type of exercise that utilizes isometric, isotonic, or isokinetic exercise to strengthen or develop the muscles. Option D is incorrect because youth development is a type of prevention program for hard-to-reach and underserved youth.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
38	012	D	<p>Option D is correct because the National Institutes of Health (NIH), a government agency, is one of the world’s foremost medical research centers. Options A, B, and C are incorrect because these are not credible or reliable Web sites for health care information.</p> <p>Back to Question</p>
39	012	A	<p>Option A is correct because research has found strong associations between increases in advertising nonnutritious foods and rates of childhood obesity. Option B is incorrect because the portion sizes that ads suggest are more than the average child needs. Option C is incorrect because ads for healthy food are permitted to use terms such as “low fat” and “organic.” Option D is incorrect because fast-food industry advertising often promotes products as being bigger and better than the actual thing.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
40	012	C	<p>Option C is correct because an About Us page will help readers determine whether the people and organization affiliated with the site are credible sources in the health-related field. Option A is incorrect because a news and events page is not likely to be relevant information for making health-related decisions. Option B is incorrect because contact information is important, but only if the source is credible. Option D is incorrect because the credibility of the site must be determined before using any of the information to make health-related decisions.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
41	012	A	<p>Option A is correct because a health-literate person knows where to find appropriate information regarding the purchase and use of health services and products or the adoption and practice of new health behaviors. With the right information, the chances of making the best choices for one's own health are increased. Option B is incorrect because having health insurance is important to good health, but if one does not understand how to use it, it will not be beneficial. Option C is incorrect because, although searching through appropriate sites is part of health literacy, one must first know whether a Web site is reliable and valid. Option D is incorrect because, although asking for recommendations is part of the process for obtaining health services and products or for adopting positive health behaviors, first one needs to know how and where to find useful recommendations.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
42	013	D	<p>Option D is correct because a doctor choosing a replacement will most likely select someone trustworthy. Option A is incorrect because asking coworkers for recommendations is a good step in searching for a new doctor but is not necessarily the first step. Option B is incorrect because searching online is a possible complementary step in choosing a doctor but is not the best first step. Option C is incorrect 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>Back to Question</p>
43	013	A	<p>Option A is correct because getting regular medical and dental checkups can help detect health issues that are developing and ensure they are treated promptly. Option B is incorrect because any injuries sustained must be treated immediately, not during a regularly scheduled checkup. Option C is incorrect because regular health checkups may keep medical costs down but have no effect on health insurance premiums. Option D is incorrect because maintaining her weight depends solely on Sarah and her actions and habits.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
44	014	B	<p>Option B is correct because health education is the component of the Whole School, Whole Community, Whole Child (WSCC) model that implements the health curriculum for the school. Option A is incorrect because providing health and nutrition services is the role of the health services personnel. Option C is incorrect because professionals such as certified school counselors, psychologists, and social workers provide these services to support the mental health needs of students. Option D is incorrect because training parents and the community is the job of the administration and health advisory council, not just the health educator.</p> <p>Back to Question</p>
45	014	D	<p>Option D is correct 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. Option A is incorrect because population is not a factor that affects an individual school health education program. Option B is incorrect because the Whole School, Whole Community, Whole Child (WSCC) program is only a part of the school health education program and may need to be supplemented with other resources. Option C is incorrect 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>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
46	014	B	<p>Option B is correct because state law states that every independent school system is required by law to have a School Health Advisory Council (SHAC), of which the majority of members must be parents who are not employed by the school district. Option A is incorrect because a SHAC may not be financially profitable. Option C is incorrect because the SHAC may or may not involve advertising. Option D is incorrect because the SHAC consists more of community members than district staff.</p> <p>Back to Question</p>
47	015	B	<p>Option B is correct because using correct grammar will help students to continue to develop language arts skills and not develop bad habits. Option A is incorrect because all school instruction should be viewed as important. Option C is incorrect because being an earnest, caring teacher is not the primary benefit of teaching correct grammar in health class. Option D is incorrect because writing is a fundamental skill needed for all education, not just in any one class.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
48	015	A	<p>Option A is correct because having the students explore their own ethnic background is interactive, fun, and informative. Option B is incorrect because creating a slide presentation does not allow students to interact with their family members or learn anything about themselves. Option C is incorrect because reading articles and answering questions are not interactive activities. Option D is incorrect because watching a video is not an interactive activity.</p> <p>Back to Question</p>
49	015	C	<p>Option C is correct because research shows that peers are the most influential factor in teenagers' decisions to use drugs. Option A is incorrect because the students are unlikely to form a personal connection with a story that is fictitious. Option B is incorrect because there is no personal connection formed by viewing media. Option D is incorrect because writing a scenario does not show effective ways of dealing with peer pressure.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
50	015	D	<p>Option D is correct because involvement in the resolution process gives the victim a feeling of confidence and safety. Option A is incorrect because the punishment alone may not resolve the victim’s insecurities. Option B is incorrect because instructing the class about cyberbullying is a preventive measure, not a resolution to a current problem. Option C is incorrect because restricting the use of electronics may not prevent the cyberbullying from happening again.</p> <p>Back to Question</p>

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

National Health Education Standards —
www.cdc.gov/healthyschools/sher/standards/index.htm

Society of Health and Physical Educators (SHAPE America) —
www.shapeamerica.org

The Society for Public Health Education (SOPHE) — www.sophe.org