

NEW MEXICO TEACHER ASSESSMENTS™

FIELD 28: HEALTH EDUCATION

TEST FRAMEWORK

Subarea		Range of Competencies	Test Proportion
I.	Personal Health and Wellness	0001–0007	40%
II.	Interpersonal Relationships	0008–0011	24%
III.	Community Health	0012–0014	18%
IV.	Health-Related Resources and Skills	0015–0017	18%

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Field 28: Health Education

Test Framework

Personal Health and Wellness
Interpersonal Relationships
Community Health
Health-Related Resources and Skills

SUBAREA I—PERSONAL HEALTH AND WELLNESS

0001 Understand human growth and development and human body systems and their relationships to personal health and wellness.

For example:

- demonstrate knowledge of the stages, characteristics, and processes of human growth and development
- identify the basic structures, functions, and interactions of human body organs and systems
- recognize the effects of various factors (e.g., heredity, environment, disease) on human growth and development and on functions of the human body systems
- demonstrate an understanding of the interrelationships among physical, mental/emotional, social, and spiritual health

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0002 Understand the role of nutrition in the promotion of personal health and wellness.

For example:

- demonstrate knowledge of the sources and functions of various nutrients (e.g., carbohydrates, vitamins, water) and the importance of nutrients to personal health
- identify principles and components of a balanced diet, including traditional diets of different cultures, in accordance with current, accepted nutrition and dietary guidelines, for each phase of the life span
- demonstrate skills related to reading, interpreting, and evaluating nutritional information (e.g., food labels, dietary supplements, promotional claims) in the marketplace
- recognize factors, including social and cultural factors, that influence food choice, food use, and food preparation (e.g., family eating patterns, individual preferences, traditional diets, economic status, advertising, availability of specific foods, influence of peers)
- understand issues related to ideal weight and body composition (e.g., weight control, body image, eating disorders, physical activity levels)
- demonstrate knowledge of the role of nutrition in promoting and maintaining personal health, as well as in treating and preventing illnesses and diseases

0003 Understand the role of exercise and physical fitness in maintaining and enhancing personal health and wellness.

For example:

- identify the components of fitness (e.g., cardiovascular fitness, flexibility, muscular strength, body composition)
- analyze the physiological and structural effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal)
- demonstrate knowledge of methods for assessing physical fitness throughout the life span (e.g., BMI, mile run)
- identify strategies for increasing physical activity and developing a program of regular exercise to ensure lifelong physical fitness
- demonstrate an understanding of the methods of physical fitness training (e.g., progressive overload, target heart rate)
- recognize the health benefits of physical activity throughout the life span and the role of regular exercise in disease prevention, weight control, and in promoting and maintaining personal health and wellness

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0004 Understand how disorders and diseases affect health and wellness.

For example:

- recognize common disorders (e.g., asthma, diabetes, obesity, hypertension) and how they affect health and well-being
- demonstrate an understanding of noncommunicable diseases (e.g., coronary heart disease, cancer, rheumatoid arthritis), their causes and characteristics, and identify methods for their detection and prevention
- demonstrate knowledge of communicable diseases (e.g., pneumonia, tuberculosis, STIs, AIDS), their symptoms, causes, transmission mechanisms, and treatments, and identify methods for their detection and prevention
- demonstrate an understanding of the role of the body's natural defense mechanisms and of genetic factors in preventing or causing disease
- recognize risk factors (e.g., poor nutrition, high stress levels, drug use, genetics, socioeconomic status) for developing or contracting various disorders and diseases

0005 Understand the relationships of drug use, misuse, and abuse to personal health and wellness.

For example:

- identify various classifications of drugs (e.g., stimulants, depressants, narcotics, hallucinogens, steroids)
- understand the uses and benefits of drugs and alternative medicines for health purposes
- demonstrate knowledge of the physical and mental/emotional effects of the use and abuse of various drugs, including over-the-counter drugs
- recognize factors (e.g., depression, media influences, family influence, peer pressure) that contribute to the misuse and abuse of tobacco, alcohol, and other drugs
- assess the family, financial, and social impacts of drug abuse
- demonstrate an understanding of strategies and methods used to prevent, intervene in, and treat drug abuse and dependency

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0006 Understand mental and emotional health.

For example:

- demonstrate an understanding of the stages and characteristics of mental and emotional development (e.g., abstract thinking, changes in self-concept, emotional self-regulation)
- recognize the effects of various factors (e.g., heredity, environment, disease) on mental and emotional health
- recognize the sources and symptoms of stress, the effects of stress on mental, emotional, and physical health, and techniques for managing stress (e.g., exercise, time management, relaxation techniques)
- demonstrate an understanding of mental and emotional health problems (e.g., emotional distress, depression, suicidal tendencies) and identify protective and risk factors related to mental and emotional health problems

0007 Understand goal-setting and decision-making skills to enhance health and wellness.

For example:

- demonstrate an understanding of the decision-making process in relation to health issues and problems (e.g., selection of health-care providers, role of alternative medicine, taking an active role in health-care decisions)
- identify responsible health behaviors (e.g., maintaining a healthy diet, exercising, getting adequate rest, practicing STI prevention, ensuring early cancer detection, receiving medical and dental care)
- recognize strategies and skills (e.g., setting realistic goals and timetables) needed to track the progress of and obtain personal health goals
- demonstrate an understanding of how the prevention and control of health problems are influenced by research and medical advances

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SUBAREA II—INTERPERSONAL RELATIONSHIPS

0008 Understand the nature of peer relationships and strategies for promoting healthy peer relationships.

For example:

- demonstrate an understanding of the types and characteristics of healthy (e.g., friendships) and unhealthy (e.g., bullying) peer relationships and the effects of various types of peer relationships
- demonstrate an understanding of the dynamics of group relationships (e.g., cliques, teams, gangs) and the health consequences of belonging or not belonging to a group
- recognize techniques for developing and maintaining cooperative relationships and friendships and identify strategies for responding to peer pressure in a positive manner

0009 Understand family relationships and their effects on health.

For example:

- demonstrate an understanding of the variety of family structures (e.g., extended family, single parent, foster parent, same-sex parents, blended family)
- analyze how various factors (e.g., divorce, neglect, abuse, domestic violence) affect family relationships
- recognize how family relationships and family difficulties influence the development of individual concepts of self-worth and self-esteem and affect mental and emotional health and development
- demonstrate knowledge of behaviors and strategies (e.g., maintaining open communication, ensuring quality time) that promote healthy family relationships
- demonstrate knowledge of appropriate services and resources available to help individuals and families cope with various issues, conflicts, and crises

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0010 Understand communication skills and conflict-resolution strategies.

For example:

- demonstrate an understanding of various communication methods (e.g., verbal and nonverbal communication, listening, responding) and their effects on communication in relationships
- demonstrate knowledge of methods used to promote respect for diverse cultures, abilities, and lifestyles
- recognize possible causes of conflict (e.g., in schools, families, communities) and methods of conflict resolution (e.g., refusal, negotiation, collaboration, mediation)
- demonstrate knowledge of strategies (e.g., anger management) for developing self-control in various situations
- demonstrate an understanding of ways to identify and confront various forms of hurtful interpersonal behaviors (e.g., stereotyping, discrimination, bullying, ridicule, exploitation, harassment, dating violence, unwanted sexual contact, sexual abuse) in an effective manner
- demonstrate knowledge of strategies for avoiding dangerous social situations and for dealing with individuals exhibiting dangerous behaviors

0011 Understand human sexuality and its effects on health.

For example:

- demonstrate knowledge of sexual development and the process of human reproduction (e.g., conception, gestation, birth)
- recognize the effects of various factors (e.g., medical care, drugs, disease, nutrition, environment) on prenatal, perinatal, and postnatal health
- demonstrate an understanding of responsible decision making related to sexual behavior, including abstinence and refusal skills
- demonstrate knowledge of the types, effectiveness, and use of contraception and methods of preventing sexually transmitted infections
- recognize factors that affect decisions about sexual behavior (e.g., cultural norms, peer pressure, misinformation, influences of media, alcohol and other drugs)

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SUBAREA III—COMMUNITY HEALTH

0012 Understand environmental factors that affect health.

For example:

- demonstrate knowledge of characteristics and sources of environmental health hazards (e.g., pollution, communicable diseases, natural disasters) and their effects on the health of various segments of the community
- demonstrate an understanding of methods for minimizing or coping with environmental health risks
- recognize strategies for increasing individual and community involvement in protecting and improving the environment (e.g., reducing waste, educating the public on environmental issues, establishing emergency response systems)
- recognize the functions of global, federal, state, and local agencies and public policy in addressing environmental health hazards and community health issues

0013 Understand important current health issues and their effects on community health.

For example:

- demonstrate an understanding of various health issues (e.g., confidentiality; access to and availability of health care, immunizations, and family planning)
- demonstrate knowledge of how public health policies, laws, and regulations concerning health behaviors (e.g., smoking, drunk driving, seat belt use) influence health promotion and disease prevention
- recognize how social, cultural, demographic, and economic factors (e.g., poverty, overcrowding, location, age distribution) affect community health
- demonstrate an understanding of methods used to analyze health issues, convey accurate health information and ideas, and make decisions that promote community health
- demonstrate an understanding of the importance of advocacy for personal, family, peer, and community health

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0014 Understand procedures and issues related to safety, accident prevention, and providing care in medical emergency situations.

For example:

- demonstrate knowledge of basic safety rules and routine safety precautions for preventing injury in the home, school, community, and in recreation and sports
- demonstrate an understanding of factors and behaviors (e.g., fatigue, overexertion, risk taking, poor judgment) that contribute to injuries
- demonstrate the ability to identify medical emergencies and appropriate responses (e.g., emergency and first aid procedures)

SUBAREA IV—HEALTH-RELATED RESOURCES AND SKILLS

0015 Understand reliable sources of health-related information.

For example:

- demonstrate an understanding of how to identify valid health information, products, and services (e.g., libraries, health agencies, health practitioners, computerized databases)
- demonstrate an ability to compare health information, products, and services for validity, cost, and accessibility
- identify the roles of various types of health agencies (e.g., New Mexico Department of Health, American Cancer Society, American Medical Association [AMA], Centers for Disease Control and Prevention [CDC], local clinics and prevention centers) in providing information to the public and to individuals

0016 Understand how culture, media, and technology affect health-related decisions.

For example:

- demonstrate an understanding of how culture, media, and technology influence individual and community attitudes and behaviors (e.g., body image, selection of health products and services) on health-related issues
- apply skills for critically analyzing health-related messages
- evaluate common advertising techniques used in marketing products and services
- demonstrate an understanding of the differences in the goals of advertisers and health advocates and recognize methods of effectively using media for health promotion

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0017 Understand methods for selecting, accessing, and managing health care.

For example:

- demonstrate knowledge of types and services of health care agencies, facilities, and providers (e.g., medical professionals, alternative health care providers, community health clinics, public and private hospitals, emergency medical services)
- demonstrate an understanding of how to use appropriate health care resources to meet specific health and medical needs
- recognize various factors (e.g., age, income, locality, culture, employment) affecting access to and the selection and management of health care