

New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

28 Health Education



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Health Education

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Health Education test is intended for individuals seeking an initial license or an endorsement in Health Education.

The Health Education test consists of 100 selected-response questions.



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

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

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

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

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

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)

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

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

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



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Health Education is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. (A) (B) ● (D)

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Health Education. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

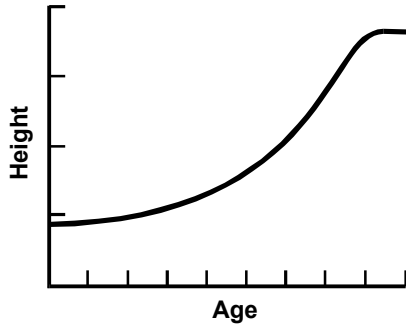
Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0001

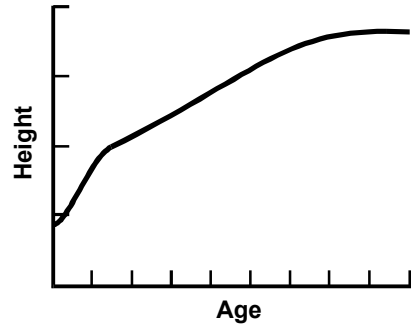
Understand human growth and development and human body systems and their relationships to personal health and wellness.

1. Which of the following graphs best represents the pattern of growth of a typical healthy female in the United States?

A.



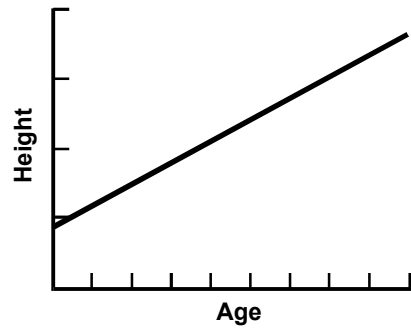
B.



C.



D.



Competency 0003

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

2. Becky is a graduating high school senior who will be working over the summer maintaining hiking trails. This job will require extensive walking, carrying, and lifting. Becky would like to increase her lower and upper body strength over the next several months in preparation for this job. She currently runs for thirty minutes twice a week. Which of the following weight lifting routines will best help Becky in preparing for her new job?
- A. lifting light weights every other day for at least twenty minutes and increasing the number of repetitions steadily over time
 - B. lifting the maximum amount of weight every day that she can endure
 - C. lifting moderately heavy weights with multiple repetitions several times a week and gradually increasing the amount of weight over time
 - D. lifting light weights with steady, fast repetitions at least once a week

Competency 0004

Understand how disorders and diseases affect health and wellness.

3. Which of the following best describes the process of metastasis in cancer?
- A. Metastasis is the process by which a normal cell that is exposed to a carcinogen begins to divide more rapidly than normal.
 - B. Metastasis is the process by which cancer cells are carried from the site of the primary tumor to other sites where they grow into new tumors.
 - C. Metastasis is the process by which a developing tumor causes the growth of capillaries in the region in order to obtain an adequate blood supply.
 - D. Metastasis is the process by which the body's immune system recognizes a developing tumor and limits its growth.

Competency 0007

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

4. Bruce, a 17-year-old boy, is slightly overweight. He has reduced his daily calorie intake from 2,500 calories to 2,000 calories. He also attends a biweekly physical education class and rides his bicycle several miles to and from school each day. Bruce is disappointed that in the past month, he has lost only ten pounds. In achieving his personal health goal, it is most important for Bruce to realize that:
- A. he will need to reduce his daily calorie intake even further in order to lose the additional weight and reach his goal.
 - B. he has likely plateaued after reaching his current level of fitness and will have to increase his activity level to see further improvement.
 - C. he can add several muscle toning exercises to his routine in order to reach his goal faster.
 - D. he has adopted a sensible, healthy strategy to weight loss and is making steady, gradual progress toward his goal.

Competency 0009

Understand family relationships and their effects on health.

5. After Scott's parents divorced a couple of years ago, he took on some additional chores to help his mother with the household responsibilities. She has recently married Roberto, and Scott finds himself getting angry at Roberto when he takes care of things that have been part of Scott's responsibilities for so long. Based on this information, Scott's feelings of anger are most directly the result of:
- A. changing roles within his family structure based on the addition of a new member.
 - B. his longing for the reunification of his biological parents.
 - C. conflicting value systems being presented to him by his mother and stepfather.
 - D. his rebellion against a new authority figure within his life.

Competency 0010

Understand communication skills and conflict-resolution strategies.

6. Ellen thinks she may be the victim of housing discrimination. In order to confront the situation in an effective manner, she should first:
 - A. file a complaint with the Department of Housing and Urban Development.
 - B. bring the issue to the public's attention by contacting the media.
 - C. seek legal representation and initiate a civil lawsuit against the discriminator.
 - D. request help from the local Better Business Bureau.

Competency 0012

Understand environmental factors that affect health.

7. In New Mexico, infection with the plague bacillus is spread primarily through:
 - A. exposure to the feces of bats in attics of houses.
 - B. inhaling dust in dry caves.
 - C. close contact with burrowing rodents such as prairie dogs.
 - D. the bites of infected ticks.

Competency 0014

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

8. An individual is planning a hike alone in a wilderness area along well-marked trails. He plans to leave early in the morning and return before dark. Which of the following precautions would be most important for the individual to take before beginning the hike?
 - A. informing family or friends about where he will be hiking and when he will return
 - B. talking to other individuals who have hiked in the area about their experiences
 - C. packing survival gear and enough food and water to last for several days
 - D. planning on where to turn back and when and where to take rest stops along the trail

Competency 0015

Understand reliable sources of health-related information.

9. Although Jeff is satisfied with the care provided to him by his primary care physician, he would like to get a second opinion from a specialist regarding his health problems. Which of the following strategies is most likely to be helpful to Jeff in finding a reputable specialist who can provide quality service?
- A. contacting the state medical licensure board
 - B. contacting a national medical association for a list of licensed specialists within the state
 - C. asking his primary care physician for a referral
 - D. looking in the telephone directory or searching online for specialists in the local area

Competency 0016

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

10. Which of the following claims is most likely to be based on accurate, unbiased health information?
- A. A peer-reviewed article in a professional medical journal announces the use of a small, ingestible camera for detecting intestinal abnormalities.
 - B. A pharmaceutical company flyer criticizes herbal remedies for common medical complaints as unsafe, ineffective, and untested.
 - C. An article in a popular health magazine questions the competence of optometrists who perform routine tests for glaucoma.
 - D. A dental office flyer provided by a toothpaste manufacturer praises a specific toothbrush's effectiveness against gum disease.



Answer Key for the Sample Selected-Response Questions

1. B
2. C
3. B
4. D
5. A
6. A
7. C
8. A
9. C
10. A