

**CERTIFICATION EXAMINATIONS  
FOR OKLAHOMA EDUCATORS™ (CEOE™)**

**OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)**

**FIELD 012: PHYSICAL EDUCATION/HEALTH/SAFETY  
TEST FRAMEWORK**

**September 2011**

<b>Subarea</b>	<b>Range of Competencies</b>
I. Healthy Growth, Development, and Relationships	0001–0005
II. Health-Related Physical Fitness	0006–0009
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VI. The Health and Physical Education Program	0025–0028

# OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

## FIELD 012: PHYSICAL EDUCATION/HEALTH/SAFETY TEST FRAMEWORK

- I. Healthy Growth, Development, and Relationships
- II. Health-Related Physical Fitness
- III. Motor Skills and Movement Activities
- IV. Safe Living and Risk Reduction
- V. Consumer, Community, and Environmental Health
- VI. The Health and Physical Education Program

### SUBAREA I—HEALTHY GROWTH, DEVELOPMENT, AND RELATIONSHIPS

#### Competency 0001

**Demonstrate knowledge of the stages and characteristics of human growth and development.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of stages and characteristics of physical, cognitive, and social and emotional development during childhood, adolescence, and young adulthood.
- Recognize typical growth patterns and physical changes that occur at different developmental stages in the life cycle.
- Demonstrate knowledge of the influence of various factors (e.g., genetics, family history, lifestyle behaviors, environment, nutrition) on growth and development.
- Describe the interrelationships of physical, cognitive, and social and emotional growth, development, and health during childhood and adolescence.

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**Competency 0002**

**Apply knowledge of the structures, functions, and interactions of human body systems.**

*The following topics are examples of content that may be covered under this competency.*

- Compare and contrast the structures, components, and functions of major body systems.
- Apply knowledge of basic anatomy and physiology in relation to growth and development, overall health, and recovery from illness and injury.
- Apply knowledge of physiological changes that result from regular physical activity and healthy lifestyle behaviors (e.g., effects on the cardiovascular, muscular, and skeletal structures and systems).
- Apply knowledge of the interactions between body systems in producing movement and ways in which body systems and energy pathways are utilized during physical activity.

**Competency 0003**

**Analyze the importance of proper nutrition for maintaining and enhancing personal health.**

*The following topics are examples of content that may be covered under this competency.*

- Compare and contrast types, functions, and sources of essential nutrients and ways in which nutrition affects growth and development.
- Analyze nutritional needs, concerns, and requirements for various ages, health conditions, and purposes.
- Apply knowledge of how to access and use nutritional information and guidelines (e.g., USDA's ChooseMyPlate.gov) to establish, monitor, and achieve personal nutritional goals.
- Select concepts, skills, and resources for evaluating the nutritional needs, concerns, and requirements for various ages, health conditions, and purposes.
- Interpret nutritional facts and labels and use this information to make informed health-enhancing decisions and choices regarding food.
- Analyze how dietary practices and behaviors are influenced by various factors (e.g., family, peers, availability, cost, media messages).

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**Competency 0004**

**Apply knowledge of concepts, principles, and strategies for maintaining mental and emotional health.**

*The following topics are examples of content that may be covered under this competency.*

- Recognize types and sources of stress, effects of stress on health, and strategies for coping with stress in health-enhancing ways.
- Analyze factors that affect mental and emotional health.
- Apply knowledge of skills and strategies used to maintain and improve mental and emotional health.
- Analyze the relationship between healthy behaviors (e.g., self-acceptance, effective communication, decision-making skills) and mental and emotional health.
- Apply knowledge of signs, symptoms, causes, and effects of mental and emotional health disorders, including depression and suicidal tendencies, and methods and resources for treating, reporting, and obtaining help for these conditions.
- Apply knowledge of behaviors and traits associated with unhealthy eating patterns and eating disorders, causes and effects of eating disorders, and types of assistance and resources for individuals with eating disorders.
- Analyze the relationship between physical activity and emotional and mental well-being (e.g., the role of regular physical activity in developing a positive body image and self-concept and in relieving mental and emotional tension).
- Examine the benefits of a physically active lifestyle (e.g., reduced stress, social interaction, improved work productivity, reduced health care costs).

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**Competency 0005**

**Apply knowledge of strategies and skills that support healthy communication and healthy interpersonal, social, and family relationships.**

*The following topics are examples of content that may be covered under this competency.*

- Determine ways in which effective verbal and nonverbal communication skills can enhance social health and improve interpersonal and family relationships.
- Apply knowledge of principles, concepts, and techniques for expressing needs, desires, and feelings in healthy ways.
- Apply knowledge of factors that contribute to the development of friendships and social support systems and ways of strengthening friendships and other interpersonal relationships.
- Recognize characteristics of healthy and unhealthy dating relationships, responsibilities associated with dating, and techniques for seeking help when confronted by inappropriate behaviors or dating violence.
- Analyze the characteristics of healthy families and skills and strategies for advocating for and improving family health and family relationships.
- Examine ways in which functions, responsibilities, and the composition of families change with life events and healthy strategies for coping with changes within families.
- Apply knowledge of family problems, types and functions of family services and resources, and procedures for obtaining assistance for children and families.

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**SUBAREA II—HEALTH-RELATED PHYSICAL FITNESS**

**Competency 0006**

**Analyze principles and components of health-related physical fitness.**

*The following topics are examples of content that may be covered under this competency.*

- Recognize the components of health-related physical fitness and identify activities that promote each component.
- Differentiate among types of physical fitness training (e.g., circuit, interval, isometric) and training and conditioning principles (e.g., frequency, intensity, specificity, progressive overload).
- Analyze various factors that influence physical fitness and health and potential health risks associated with negative influences.

**Competency 0007**

**Apply knowledge of principles, procedures, and activities for developing cardiovascular fitness.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of principles, skills, safety practices, and physiological processes involved in developing cardiovascular fitness.
- Apply knowledge of techniques and resources, including technology, for determining and monitoring intensity, duration, and endurance levels during aerobic activities (e.g., calculating target heart rate, using heart rate monitors).
- Select appropriate cardiovascular fitness activities for various developmental levels and purposes.
- Apply knowledge of the benefits of regular participation in cardiovascular fitness activities and strategies for integrating these activities into daily life.

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**Competency 0008**

**Apply knowledge of principles, procedures, and activities for promoting health-related muscular strength, endurance, and flexibility.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of principles, skills, exercises, and proper form for promoting strength and endurance of the major muscle groups of the body.
- Recognize types of muscular strength, endurance, and flexibility training (e.g., progressive resistance, body support, static and dynamic stretching activities) and appropriate equipment, practices, and considerations for training.
- Apply knowledge of techniques and procedures for evaluating muscular strength and endurance and determining appropriate levels of intensity, duration, and frequency of training to improve muscular strength and endurance.
- Recognize components of flexibility (e.g., muscles, joints, ligaments, tendons) and principles, techniques, and proper form for exercises that promote flexibility.
- Select appropriate muscular strength, endurance, and flexibility activities for various muscles, joints, developmental levels, and purposes.
- Analyze the safety and effectiveness of various strengthening and flexibility exercises.
- Apply knowledge of the benefits of regular participation in muscular strength, endurance, and flexibility activities and strategies for integrating these activities into daily life.

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**Competency 0009**

**Apply knowledge of principles, strategies, and procedures for developing personal fitness and/or weight management plans.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze factors involved in planning and evaluating fitness plans and programs for individuals with various strengths and needs.
- Apply knowledge of principles and methods for developing physical fitness goals and for designing, implementing, and monitoring personal fitness plans (e.g., assessing health status, setting realistic goals, tracking progress).
- Apply knowledge of principles and procedures for analyzing time, cost, accessibility, and other resource factors in relation to physical fitness plans and activities.
- Analyze the relationships between diet, physical activity, eating habits, and body composition (e.g., caloric intake and expenditure, effects of eating habits on body composition).
- Apply knowledge of procedures, activities, resources, and benefits involved in developing, estimating, and maintaining healthy levels of body composition (e.g., reducing consumption of saturated fats, evaluating claims of weight management programs, interpreting BMI).
- Examine strategies and activities for integrating healthy eating patterns and effective weight management practices into daily life.
- Apply knowledge of ways in which physical activity patterns are likely to change throughout life and strategies for addressing these changes, including how to plan for lifelong wellness.



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**SUBAREA III—MOTOR SKILLS AND MOVEMENT ACTIVITIES**

**Competency 0010**

**Apply knowledge of principles and characteristics of motor development.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze sequences and characteristics of motor development, including perceptual motor development, and various factors that influence motor development.
- Apply knowledge of theories, concepts, and typical progressions of motor skill development and motor learning.
- Classify motor skills and describe critical elements of basic motor skills and specialized movement skills.
- Apply knowledge of motor learning principles such as practice, retention, readiness, observational learning, and transfer of learning as they relate to motor skill acquisition.
- Apply knowledge of characteristics of motor learning feedback, techniques for detecting errors in motor performance, and how to provide appropriate prompts, cues, and constructive feedback.

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**Competency 0011**

**Apply knowledge of movement concepts and principles related to the development of rhythmic skills, locomotor movement, nonlocomotor movement, and manipulative skills.**

*The following topics are examples of content that may be covered under this competency.*

- Differentiate among basic elements of rhythm, techniques and activities for rhythmic skill development, and appropriate cues and prompts for rhythmic movement.
- Apply knowledge of movement concepts related to body awareness, spatial awareness, direction, level, pathway, range, force, and speed in the context of rhythmic, locomotor, nonlocomotor, and manipulative activities.
- Apply knowledge of types and characteristics of locomotor and nonlocomotor skills and appropriate activities and strategies for developing locomotor and nonlocomotor skills.
- Apply knowledge of the types and characteristics of manipulative skills and appropriate activities and techniques for developing manipulative skills.
- Determine appropriate strategies for integrating rhythmic skills with locomotor and nonlocomotor skills.
- Apply knowledge of techniques, skill progressions, organizational strategies, safety practices, and proper use of equipment for fundamental movements (e.g., tumbling, balance, and weight transfer).
- Apply knowledge of techniques, elements, sequences, skill progressions, organizational strategies, safety practices, and activities for creative movement and various forms of dance.

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**Competency 0012**

**Analyze principles and concepts of biomechanics and their applications to movement activities.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze how the human body and external forces create movement.
- Analyze biomechanical and scientific principles and concepts related to motion, stability, center of gravity, force projection and absorption, distance, momentum, speed, velocity, acceleration, and rotation.
- Relate concepts and principles of biomechanics to movement challenges and sports activities.
- Examine how to use principles and concepts of biomechanics to analyze motor skills and activities and to improve motor performance.
- Analyze ways in which anatomical differences and motor fitness variables affect human movement and motor performances (e.g., in relation to skill level, fitness level, gender, age, body size and type).

**Competency 0013**

**Apply knowledge of techniques, skills, activities, and safety practices for traditional and nontraditional team activities and sports.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of rules, techniques, skill progressions, organizational strategies, safety practices, cues, types and uses of equipment, and lead-up activities for traditional team activities and sports.
- Apply knowledge of rules, techniques, skill progressions, organizational strategies, safety practices, cues, and types and uses of equipment for nontraditional team activities and sports (e.g., korfbal, lacrosse).
- Analyze the functions of leadership in team activities and sports and the benefits of team and group membership.
- Apply knowledge of the role of traditional and nontraditional team activities and sports in promoting personal management and social skills.

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**Competency 0014**

**Apply knowledge of techniques, skills, activities, and safety practices for individual, lifetime, and recreational activities and sports.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of rules, techniques, skill progressions, organizational strategies, safety practices, cues, and types and uses of equipment for individual and lifetime activities and sports.
- Apply knowledge of techniques, skill progressions, organizational strategies, safety practices, supervisory procedures, and cues for aquatic activities.
- Apply knowledge of techniques, skill progressions, safety practices, organizational strategies, cues, and types and uses of equipment for recreational and outdoor activities (e.g., orienteering, hiking, camping, spelunking).
- Analyze the benefits of participation in individual, lifetime, and recreational activities and sports and how these activities and sports provide students with opportunities for enjoyment, challenge, risk taking, self-expression, improvement, and personal satisfaction and achievement.
- Apply knowledge of the role of traditional and nontraditional individual, lifetime, and recreational activities and sports in promoting personal management and social skills.

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**SUBAREA IV—SAFE LIVING AND RISK REDUCTION**

**Competency 0015**

**Analyze the nature, control, and prevention of illness and disease.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the significance of identifying, adopting, and maintaining personal health behaviors and practices in order to prevent illness and disease.
- Distinguish among types, characteristics, modes of transmission, and signs and symptoms of common illnesses and chronic and communicable diseases.
- Apply knowledge of how to prevent and reduce risks of chronic and communicable diseases.
- Analyze how genetics and family history, environment, and lifestyle behaviors can affect personal health and increase or decrease susceptibility to illness and disease.
- Apply knowledge of principles and methods of detecting, managing, controlling, and treating illness and disease.
- Analyze the influence of public health policies, scientific research, and social, cultural, and economic factors on the incidence and prevalence of diseases, including emerging diseases.

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**Competency 0016**

**Apply knowledge of methods and techniques for enhancing safety, responding to emergencies, and providing first aid.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of principles, rules, and precautions related to traffic, bus, and pedestrian safety; fire prevention; weapons safety; poison prevention; water safety; and safe recreation and play.
- Examine common causes and effects of accidents, factors that contribute to accidents involving children and adolescents, and strategies for accident prevention.
- Apply knowledge of perceptions, behaviors, and situations that lead to intentional and unintentional injuries (e.g., alcohol and drug use, fatigue, stress, poor judgment, risk taking) and strategies for reducing such risks.
- Apply knowledge of strategies for recognizing and avoiding unsafe situations and risk-taking behaviors (e.g., examining the likelihood and potential severity of injury from risk taking, proposing ways to reduce or prevent injuries).
- Apply knowledge of guidelines and practices for personal and physical safety and procedures for obtaining assistance in an emergency.
- Apply knowledge of principles and procedures for responding to life-threatening respiratory and cardiac emergencies.
- Apply knowledge of principles and procedures for first aid and emergency medical care.

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**Competency 0017**

**Demonstrate knowledge of human sexuality and strategies for promoting sexual and reproductive health.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of factors that influence decisions about sexuality (e.g., peer pressure, emotions, physical maturity, media messages) and how to use health-enhancing decision-making skills in sexual situations.
- Describe approaches and techniques that adolescents can use to predict possible outcomes and consequences of sexual risk behaviors and to generate healthy alternatives to risk behaviors (e.g., abstinence, postponing sexual behavior, setting limits).
- Apply knowledge of strategies, skills, and resources that adolescents can use to counteract pressure to become sexually active.
- Demonstrate knowledge of types, characteristics, and modes of transmission of sexually transmitted infections (STIs), including HIV, and the effects of STIs on individuals, families, and communities.
- Demonstrate knowledge of the goals and objectives of the HIV/AIDS Prevention Education sections of Oklahoma's core curriculum.
- Recognize strategies, methods, and resources for avoiding pregnancy and STIs and for protecting reproductive health.
- Demonstrate knowledge of strategies and skills (e.g., refusal, coping, advocacy, conflict-negotiation, and decision-making skills) for resisting and avoiding sexual advances, intimidation, and harassment.

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**Competency 0018**

**Analyze the consequences of using alcohol, tobacco, and other drugs and strategies for avoiding and preventing their use.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze how various factors influence alcohol, tobacco, and other drug use.
- Analyze implications and effects of alcohol, tobacco, and drug abuse (e.g., on emotional and physical health, academic success, social relationships, job performance).
- Apply knowledge of problem-solving, communication, stress management, and role-playing techniques and skills used to resist and prevent alcohol, tobacco, and other drug use.
- Analyze how to use health-enhancing decision-making skills in relation to avoiding alcohol, tobacco, and other drugs (e.g., analyzing when assistance is needed, using collaborative decision making).
- Analyze ways in which various factors (e.g., character, home environment, affiliations, media, family, peers) help or hinder healthy decision making about alcohol, tobacco, and other drugs.
- Analyze ways in which risk behaviors involving alcohol, tobacco, and other drugs influence the likelihood of engaging in other unhealthy behaviors (e.g., using poor judgment, taking physical or sexual risks, driving under the influence).
- Examine issues related to legal and illegal drug use and types and characteristics of programs, organizations, and processes related to the prevention and treatment of alcohol, tobacco, and drug abuse.



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**Competency 0019**

**Apply knowledge of principles and strategies for conflict resolution and bullying and violence prevention.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of how to use communication, negotiation, collaboration, and refusal skills to avoid or reduce health risks related to conflict.
- Analyze causes and effects of positive and negative peer pressure and skills and strategies for responding to negative peer pressure (e.g., refusal and negotiation skills).
- Apply knowledge of peer mediation and conflict-resolution strategies used to prevent, manage, and resolve interpersonal conflicts (e.g., managing anger, identifying nonviolent strategies to manage conflict).
- Apply knowledge of appropriate responses, strategies, policies, and resources for helping students deal with face-to-face bullying, cyberbullying, intimidation, exclusion, and aggression.
- Analyze causes and effects of violence and strategies for recognizing, avoiding, and dealing with unwanted, threatening, dangerous, and violent situations.
- Recognize signs and types of abuse, emotional and health-related consequences of abuse, and strategies and resources for preventing and stopping abuse.

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**SUBAREA V—CONSUMER, COMMUNITY, AND ENVIRONMENTAL HEALTH**

**Competency 0020**

**Apply knowledge of how to use risk-assessment, critical-thinking, goal-setting, and decision-making skills to make informed choices about health behaviors and lifestyle factors.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of concepts, skills, and resources needed to assess personal health risks and strengths; avoid and reduce health risks; and establish, monitor, and attain health-related goals.
- Analyze various influences on health-related behaviors and strategies for promoting responsibility for making informed choices about personal and family health.
- Apply knowledge of how to use critical-thinking and decision-making skills to address and solve health-related issues and problems.
- Apply knowledge of strategies for making health-related decisions based on risk assessment and appropriate ways to implement these decisions to reduce risks and enhance health.
- Demonstrate the ability to apply communication skills and techniques to enhance personal and family health.
- Apply knowledge of strategies for improving and maintaining personal and family resources in relation to health, fitness, and physical activity.
- Apply knowledge of methods, activities, and resources used to analyze health-related problems and issues, identify alternatives, consider outcomes and consequences, and make informed decisions and positive health choices.

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### Competency 0021

**Apply knowledge of principles and skills for accessing, evaluating, and selecting valid information, products, and services that enhance health.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of skills for researching, locating, and accessing health-related information, products, and services from home, school, and the community.
- Analyze the validity, reliability, usefulness, and safety of health-related information, products, and services.
- Apply knowledge of principles for managing responsibilities and personal and family resources to maintain and improve the health and well-being of self, family, and the community.
- Describe situations that require professional health services and principles and strategies that children and adolescents can use to locate and access school and community health resources.
- Identify the roles and characteristics of health care providers, organizations, and insurance systems, and criteria and techniques for evaluating, selecting, and using health care providers and services.
- Apply knowledge of procedures, regulations, policies, and agencies designed to protect consumers of health-related products, programs, and services.

### Competency 0022

**Analyze concepts, principles, and issues associated with environmental health.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the effects of various environmental conditions and problems (e.g., pollution, hazardous wastes) on the health and safety of individuals and communities.
- Analyze causes and effects of dangerous weather conditions and appropriate safety precautions and practices to use in these conditions.
- Analyze ways in which human behavior affects the environment and how to influence and support others in making positive environmental health choices.
- Apply knowledge of conservation principles and strategies for preventing and reducing environmental health risks to self and others (e.g., conserving energy and water, proper disposal of waste).
- Analyze the effects of environmental advocacy groups, government legislation, and scientific, engineering, and technological advances on environmental health (e.g., on disease prevention, food production).

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**Competency 0023**

**Apply knowledge of the roles of community, private, and public services and agencies in supporting safe and healthy communities.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the roles of government and private agencies (e.g., Centers for Disease Control and Prevention, National Institutes of Health, American Cancer Society) in providing health promotion and disease prevention services and information.
- Apply knowledge of the functions and responsibilities of community and public health agencies and principles and procedures for accessing health information and services from community and public agencies.
- Apply knowledge of public policies and government regulations that promote and support health and safety.
- Apply knowledge of strategies and resources for advocating for and improving community health and safety (e.g., adapting health messages and communication techniques to specific target audiences).
- Recognize characteristics of community health and fitness resources and ways of accessing and using community resources to enhance health and fitness.

**Competency 0024**

**Analyze the influence of society, culture, and the media on personal, family, and community health.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the influence of societal and cultural factors on health beliefs, practices, and behaviors.
- Analyze the influence of peer pressure and social norms on the perception and practice of health behaviors.
- Analyze the effects of media on personal, family, and community health (e.g., ways in which the media sends mixed messages about nutrition, attractiveness, sexual activity, alcohol use, and violence).
- Apply knowledge of advertising and marketing methods and skills and techniques for detecting and resisting unhealthy media messages.
- Examine whether advertisements, promotional claims, and marketing practices related to health and fitness behaviors, products, and services are accurate, exaggerated, misleading, or fraudulent.

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**SUBAREA VI—THE HEALTH AND PHYSICAL EDUCATION PROGRAM**

**Competency 0025**

**Apply knowledge of significant concepts, issues, trends, goals, and purposes associated with planning health and physical education programs.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze key concepts, issues, trends, goals, and purposes associated with health and physical education programs.
- Apply knowledge of principles and procedures for developing instructional strategies and plans based on state and national health and physical education standards.
- Apply knowledge of procedures and criteria for creating an effective scope and sequence plan for health and physical education instruction and for formulating clear and measurable goals and objectives.
- Identify criteria and methods for assessing health and physical education programs and ways to use program assessment information to adapt or modify activities and programs and to improve instruction.
- Apply knowledge of current technologies, including information technology, and their applications to health and physical education instruction, and ways to integrate technology into learning activities.
- Analyze the cognitive dimensions of health and physical activities and ways to foster critical-thinking, decision-making, problem-solving, and goal-setting skills in the context of health and physical education activities.
- Analyze the relationships between health and physical education and other subject areas and methods for integrating health and fitness instruction into the overall school curriculum.
- Apply knowledge of how to use motivational principles and classroom management techniques to create a safe learning environment that encourages positive social interaction and active engagement in learning.
- Apply knowledge of legal, ethical, and professional practices and issues related to health and physical education.

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**Competency 0026**

**Apply knowledge of how to implement health and physical education instruction, including how to modify and adapt instruction to address special and diverse learning needs.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate the ability to design and implement instructional methods and activities that are based on principles of effective instruction and that encourage students to examine and interpret physical activity and health issues from diverse perspectives.
- Apply knowledge of age-appropriate and developmentally appropriate health and physical education activities and strategies that support students' physical, intellectual, social, and emotional development.
- Apply knowledge of effective verbal, nonverbal, and media communication techniques that foster inquiry, collaboration, and active participation in health and physical education lessons and activities.
- Recognize ways in which students differ in their approaches to learning and appropriate strategies, services, and resources that address diverse learning needs.
- Analyze teaching resources and curriculum materials based on comprehensiveness, accuracy, usefulness, safety considerations, and the ability to address special and diverse learning needs.
- Apply knowledge of appropriate methods of instruction for students with special needs and for students from diverse backgrounds and techniques for modifying rules, equipment, and settings to accommodate students with special and diverse learning needs.
- Apply knowledge of strategies and techniques for adapting and modifying instructional approaches, activities, and organizational strategies to ensure the progress and safety of all students.

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**Competency 0027**

**Apply knowledge of how to use health and physical education assessment strategies to foster students' physical, intellectual, social, and emotional development.**

*The following topics are examples of content that may be covered under this competency.*

- Compare and contrast types, characteristics, advantages, and limitations of various formal and informal assessment methods, instruments, and technology.
- Apply knowledge of how to use psychomotor and cognitive assessment strategies and formal and informal assessment techniques to assess student performance, evaluate the teaching and learning process, and provide feedback and communicate progress to students and parents/guardians.
- Demonstrate the ability to select and align assessment to health and physical education goals and learning outcomes.
- Apply knowledge of protocols and procedures for state-approved fitness tests.
- Apply knowledge of appropriate ways to use, interpret, and communicate assessment results to different audiences and for different purposes.

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**Competency 0028**

**Apply knowledge of the components of a coordinated school health program, interrelationships between the components, and strategies for promoting and advocating for health and wellness.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the components, characteristics, functions, purposes, and goals of a coordinated school health program.
- Examine the rationale for a comprehensive school health education program, the role of health education within a coordinated school health program, and the kinds of school and community support necessary to implement a coordinated school health education program.
- Apply knowledge of how to use appropriate data-gathering instruments to address national-, state-, and district-level behavioral risk and needs assessment data, and how to use those data to shape and inform instruction.
- Apply knowledge of principles and methods for collaborating with students, families, administrators and other school staff, agencies, organizations, and community members to promote and advocate for health, physical activity, and wellness.
- Recognize strategies, resources, and activities that support and enhance professional development (e.g., participation in conferences and collegial activities, professional literature, mentors).
- Demonstrate the ability to use various communication strategies, media, and technologies to communicate, network, collaborate, and foster engagement in the coordinated school health program and within the teaching profession.