

Praxis® Health and Physical Education: Content Knowledge (5857) Study Plan

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
Health Education I. Health Education as a Discipline/Health Instruction A. Health Education as a Discipline						
1. Major health behavior theories (e.g., stages of change, behavioral change theory, transtheoretical model, and health belief model)						
2. Health-related data using appropriate research methods (e.g., surveys, observations, and questionnaires and using data to draw conclusions)						
3. Valid and reliable data sources and databases (e.g., YRBSS, NIH, CDC, AAHPERD, AMA, WHO, and peer-reviewed journals)						
4. Tools for conducting an assessment of school health needs (e.g., comprehensive school health plan, surveys, needs assessment, and coordinated school health program)						
5. Curricular and extracurricular programs for student health needs						
6. Appropriate educational materials from professional organizations, agencies, and associations that meet the needs of diverse audiences						
7. Resources involved in a coordinated approach to school health						

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8. Effective communication with school staff, students, parents, and community (e.g., listening, mediating, and negotiating)						
9. Professional, legal, and ethical practices regarding sensitive issues (e.g., privacy laws, confidentiality policy, permission forms, and responsibility to report)						
10. Models for responsible decision making						
11. Concepts of character education						
12. Physical growth and development						
13. Continuing education and professional development as a health educator						
B. Health Instruction						
1. Assessing learning needs for individuals and diverse groups (e.g., identify developmentally appropriate instruction, cognitive abilities, multiple learning styles, and purposes of pretesting)						
2. Sequential instruction planning using performance-based objectives (e.g., identify measurable objectives, performance indicators, elements of effective lesson and unit plans and apply scope and sequence)						
3. Aligning curriculum with national, state, and						

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district standards						
4. Effective methods, strategies, and techniques to implement instruction (e.g., direct instruction, cooperative learning, guided discovery, brainstorming, and role-playing)						
5. Reflective teaching process						
6. Assessing student learning (e.g., formative assessments, summative assessments, and rubrics)						
7. Classroom management strategies						
II. Health Education Content						
A. Health Promotion and Prevention of Injury and Disease						
1. Disease etiology, prevention practices, treatment, and management						
2. Communicable and noncommunicable diseases (e.g., infectious, congenital, hereditary, and lifestyle)						
3. Research on practices that prevent chronic and communicable diseases						

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4. Goal setting and decision making for healthy lifestyles						
5. Concepts of physical fitness and health-related fitness (e.g., body composition, cardiorespiratory endurance, flexibility, muscular strength and endurance, and FITT)						
6. Nutrition						
7. Stress management and coping skills						
8. Reducing and preventing health risks						
9. Anatomy, physiology, and body system interrelationships						
10. Personal hygiene						
11. Behaviors that can compromise health or safety						
12. Relationship between lifestyle choices and health outcomes						
13. Effects of substance use and abuse (e.g., physiological, psychological, legal, and societal)						

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14. Care for injuries and sudden illnesses (e.g., first aid, CPR, AED use, and 911 and emergency services)						
B. Healthy Relationships/Mental and Emotional Health						
1. Factors affecting healthy and unhealthy relationships (e.g., socioeconomics, family dynamics, personality traits, environment, culture, and tolerance/acceptance)						
2. Effect of decision-making skills on relationships						
3. Psychosocial development throughout life stages (e.g., intellect, relationships, independence, and emotions)						
4. Interpersonal communication (e.g., listening, feedback, verbal and nonverbal communication, and group dynamics)						
5. Skills that promote healthy interactions (e.g., conflict resolution, assertiveness, and refusal skills)						
6. Concepts and issues related to human sexuality (e.g., sexual maturation, sexual identity, media messages, sexual behavior and attitudes, pregnancy)						

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and childbirth, sexual orientation, and contraception)						
7. Causes, consequences, and prevention of different types of abuse and violence						
8. Causes and consequences of various mental and emotional health issues and prevention strategies						
C. Community Health and Advocacy						
1. The concept of individual responsibility to society and the environment						
2. Laws and regulations governing health and safety (e.g., disease reporting, immunizations, infectious disease control, and consumer safety)						
3. Environmental health issues (e.g., reduce/reuse/recycle, pollution, energy conservation, and sustainable living)						
4. Consumer health issues (e.g., health myths and quackery, affordability, access, health trends, health literacy, and personal health-care management)						
5. Valid sources of health information, products, and services						

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6. Health-related careers						
7. Community health agencies available for assistance and referral (e.g., American Red Cross and other national agencies, Planned Parenthood, health departments, social service agencies, school-based health clinics)						
8. Factors that influence decision making in health policies (e.g., available resources and demographic, political, and economic factors)						
9. Factors that influence the content of school health education (e.g., content standards and demographic, political, and media factors)						
10. Methods for delivering appropriate health-promoting messages (e.g., verbal, electronic, print, and community and school events)						
11. Opportunities available for health education advocacy (e.g., health fairs, assemblies, professional meetings and conferences, community and school events)						
12. Role of the health educator as a liaison between school staff, students, parents, and the community						
Physical Education III. Content Knowledge and Student Growth and Development						

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A. Core Concepts						
1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development, and motor learning)						
2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force-speed relations, and torque)						
3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship)						
4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, and type/mode; principles of exercise, such as specificity, overload, and progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise)						
5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems)						

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6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, and techniques)						
7. The rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra (emphasis primarily on basketball, soccer, swimming, tennis, track and field, and volleyball, with possible questions based on other sports and activities commonly used in physical education settings)						
8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection						
9. Effects of substance abuse on student performance, health, and behavior						
B. Student Growth and Development						
1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual						

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characteristics and individual needs of students, learning environment, and task						
2. Monitoring of individual performance and group performance in order to design safe instruction that meets students’ developmental needs in the psychomotor, cognitive, and affective domains						
3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, and environmental)						
4. Perception in motor development						
5. Appropriate and effective instruction based on students’ cultures and ethnicities, personal values, family structures, home environments, and community values						
6. Use of appropriate professional support services and resources to meet student needs						
IV. Management, Motivation, and Communication/Collaboration, Reflection, and Technology A. Management and Motivation						
1. Principles of classroom management practices that create effective learning experiences in physical education settings						

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2. Psychological and social factors that affect individual learning and group learning, participation, cooperation, and performance in physical education settings						
3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students)						
4. Motivation of students to participate in physical activities both in school and outside of school						
5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment						
6. Development and use of an effective behavior management plan						
B. Communication						
1. Effective verbal and nonverbal communication skills in a variety of physical activity settings						
2. Specific and appropriate instructional feedback in skill acquisition, student learning, and motivation						
3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards,						

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music, task cards, posters, and technology)						
4. Communication in ways that show respect and consideration for students, colleagues, and parents						
C. Collaboration						
1. Current educational issues that cross subject matter boundaries						
2. Integration of knowledge and skills from multiple subject areas in physical education						
3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations						
4. Promotion of a variety of opportunities for physical activity in the school and the community						
D. Reflection						
1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, and reflection)						
2. Use of available resources to develop and grow as a reflective professional (e.g., students, colleagues,						

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literature, professional organization memberships, professional development opportunities)						
E. Technology						
1. Design, development, and implementation of student learning activities that integrate information technology						
2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development						
V. Planning, Instruction, and Student Assessment A. Planning and Instruction						
1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development, and motor learning						
2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development						
3. Provide feedback to enhance skill development						

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4. Activities designed to improve health-related and skill-related fitness						
5. Current issues, trends, and laws affecting the choice of appropriate physical education activities						
6. Identification, development and implementation of appropriate program and instructional goals and objectives						
7. Development of unit and lesson plans based on local, state, and national standards; program goals; instructional goals; and student needs						
8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, student needs, safety concerns, facilities and equipment, and instructional models						
9. Use of teaching resources and curriculum materials to design learning experiences						
10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance						
11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary						

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resuscitation)						
B. Student Assessment						
1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, and rating scales)						
2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, and observations)						
3. Understanding of fitness assessments, such as the President’s Challenge and Fitnessgram						
4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion-referenced, and norm-referenced)						
5. Validity, reliability, bias, and ways of interpreting assessment results						
6. Appropriate assessment techniques to assess and improve student understanding and performance, provide feedback, communicate student progress, guide students’ personal goal setting, and guide curricular and instructional decisions						

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7. Involvement of students in self-assessment and peer assessment						
8. Appropriate assessment of individuals with disabilities						
9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act						