

**Praxis® Health Education (5551)
Curriculum Crosswalk**

Required Course Numbers

Test Content Categories															
I. Health Education as a Discipline (16%)															
A. Major health behavior theories (e.g., stages of change, behavioral change theory, transtheoretical model, health belief model)															
B. Health-related data using appropriate research methods (e.g., surveys, observations, questionnaires, use data to draw conclusions)															
C. Valid and reliable data sources and databases (e.g., YRBSS, NIH, CDC, AAHPERD, AMA, WHO, peer-reviewed journals)															
D. Tools for conducting an assessment of school health needs (e.g., comprehensive school health plan, surveys, needs assessment, coordinated school health program)															
E. Curricular and extracurricular programs for student health needs															
F. Appropriate educational materials from professional organizations, agencies, and associations that meet the needs of diverse audiences															
G. Resources involved in a coordinated approach to school health															
H. Effective communication with school staff, students, parents, and community (e.g., listening, mediating, negotiating)															
I. Professional, legal, and ethical practices regarding sensitive issues (e.g., privacy laws,															

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confidentiality policy, permission forms, responsibility to report)														
J. Models for responsible decision making														
K. Concepts of character education														
L. Physical growth and development														
M. Continuing education and professional development as a health educator														
II. Health Promotion and Prevention of Injury and Disease (30%)														
A. Disease etiology, prevention practices, treatment, and management														
B. Communicable and noncommunicable diseases (e.g., infectious, congenital, hereditary, lifestyle)														
C. Research on practices that prevent chronic and communicable diseases														
D. Goal setting and decision making for healthy lifestyles														
E. Concepts of physical fitness and health-related fitness (e.g., body composition, cardiorespiratory endurance, flexibility, muscular strength, and endurance, FITT)														
F. Nutrition														
G. Stress management and coping skills														
H. Reduce and prevent health risks														

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I. Anatomy, physiology, and body system interrelationships														
J. Personal hygiene														
K. Behaviors that can compromise health or safety														
L. Relationship between lifestyle choices and health outcomes														
M. Effects of substance use and abuse (e.g., physiological, psychological, legal, societal impact)														
N. Care for injuries and sudden illnesses (e.g., first aid, CPR, AED use, 911 and emergency services)														
III. Healthy Relationships and Mental and Emotional Health (30%)														
A. Factors affecting healthy and unhealthy relationships (e.g., socioeconomics, family dynamics, personality traits, environment, culture, tolerance/acceptance)														
B. How decision-making skills affect relationships														
C. Psychosocial development throughout life stages (e.g., intellect, relationships, independence, emotions)														
D. Interpersonal communication (e.g., listening, feedback, verbal and non-verbal communication, group dynamics)														
E. Skills that promote healthy interactions (e.g., conflict resolution, assertiveness, refusal skills)														

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F. Concepts and issues related to human sexuality (e.g., sexual maturation, sexual identity, media messages, sexual behavior and attitudes, pregnancy and childbirth, sexual orientation, contraception)															
G. Causes, consequences, and prevention of different types of abuse and violence															
H. Causes and consequences of various mental and emotional health issues and prevention strategies															
IV. Community Health and Advocacy (12%)															
A. Understands the concepts of individual responsibility to society and the environment															
B. Laws and regulations governing health and safety (e.g., disease reporting, immunizations, infectious disease control, consumer safety)															
C. Environmental health issues (e.g., reduce/reuse/recycle, pollution, energy conservation, sustainable living)															
D. Consumer health issues (e.g., health myths and quackery, affordability, access, health trends, health literacy, managing personal health care)															
E. Valid sources of health information, products, and services															
F. Health careers that are available															
G. Community health agencies available for assistance and referral (e.g., American Red Cross)															

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and other national agencies, Planned Parenthood, health departments, social service agencies, school-based health clinics)															
H. Factors that influence decision making in health policies (e.g., demographic, political, economic, available resources)															
I. Factors that influence the content of school health education (e.g., demographic, political, media, content standards)															
J. Methods for delivering appropriate health-promoting messages (e.g., verbal, electronic, printed material, community/school events)															
K. Opportunities available for health education advocacy (e.g., health fairs, assemblies, professional meetings and conferences, community and school events)															
L. Role of the health educator as a liaison between school staff, students, parents, and the community															
V. Health Education and Pedagogy (12%)															
A. Assess learning needs for individuals and diverse groups (e.g., identify developmentally appropriate instruction, cognitive abilities, multiple learning styles, purposes of pre-testing)															
B. Sequential instruction planning using performance-based objectives (e.g., identify measurable objectives, performance indicators, elements of effective lesson and unit plans, apply scope and sequence)															

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C. Curriculum aligning with national, state, and district standards															
D. Effective methods, strategies, and techniques to implement instruction (e.g., direct instruction, cooperative learning, guided discovery, brainstorming, role playing)															
E. Reflective process of teaching															
F. Assessment of student learning (e.g., formative assessments, summative assessments, rubrics)															
G. Classroom-management strategies															