

### **To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Health Education, Grade 6.

### **ABOUT THE EXAM**

The CBE will cover the same topics that were covered in the HLED 6 course. To study for the test, I suggest that you read the textbook that is used in the 6th-grade TTUISD Health Education course. The textbook is:

Bronson, M., M. Cleary, and B. Hubbard. (2005). *Teen Health*. New York: Glencoe Publishing Co. ISBN 0078650909

The following outline will help you prepare for the exam.

1. Health and wellness
  - A. Building health skills
  - B. Decision-making and character
  - C. Goal-setting
2. Mental and emotional health
  - A. Feeling good about your health
  - B. Understanding emotions
  - C. managing stress
3. Social health
  - A. Your family
  - B. Your friends and peers
  - C. Communication
  - D. Resolving conflicts
4. Personal health
  - A. Your teeth, skin, and hair
  - B. Your eyes and ears
  - C. Choosing health products
  - D. Community health

5. Nutrition and physical activity
  - A. Nutrients
  - B. A balanced food plan
  - C. Making healthful food choices
  - D. Benefits of physical activity
  - E. Setting fitness goals
6. Growth and development
  - A. Cells to body systems
  - B. Bones, muscles, blood, and lungs
  - C. Nerves and digestion
  - D. Adolescence
  - E. Heredity and growth
7. Preventing disease
  - A. Causes of disease
  - B. Communicable disease
  - C. Understanding STDs
  - D. Non-communicable and hereditary diseases
8. Tobacco
  - A. Why is it harmful?
  - B. Staying tobacco-free
9. Alcohol and other drugs
  - A. Why is alcohol harmful?
  - B. Using medicines responsibly
  - C. What are illegal drugs?
  - D. Staying drug free
10. Safety and environment
  - A. Personal safety
  - B. Safety at home and away
  - C. Safety outdoors
  - D. First aid
  - E. Protecting our environment

The CBE will consist of 50 questions. There will be short answer, matching, multiple-choice, and true/false questions. You will have three hours to complete the exam, and it will be proctored by a designated school official. Each question will be worth 2 points, for a total of 100 points.

There is a sample examination included in this review. The sample exam provides a model for the types of questions that will be asked (it is not a duplicate of the examination). It is provided to illustrate format only and does not serve as review. In order to be successful on the examination, you must study and review all the health concepts. These concepts are listed on the pages that follow.

Good luck on your examination!

## Sample CBE

**Matching.** Place the correct letter of the answer in the blank to the left of the question.

- |                                 |  |
|---------------------------------|--|
| _____ 1. conflict resolution    | A. support or speak out in favor of something              |
| _____ 2. advocate               | B. your body's reaction to changes around you              |
| _____ 3. emotions               | C. special type of relationship between people             |
| _____ 4. stress                 | D. specialist who treats broken bones                      |
| _____ 5. nuclear family         | E. acne  |
| _____ 6. friendship             | F. two parents and one or more children                    |
| _____ 7. pimples and blackheads | G. a way to solve a disagreement that is good for everyone |
| _____ 8. orthopedist            | H. builds muscle and tissue                                |
| _____ 9. protein                | I. feelings  |
|                                 | J. specialist who straightens teeth                        |
|                                 | K. one parent and a child                                  |

**Multiple Choice.** Place the correct letter of the answer in the blank to the left of the question.

- \_\_\_\_\_ 10. You should eat the most servings of the
- A. fruit group.
  - B. carbohydrates.
  - C. bread, cereal group.
  - D. meat group.
- \_\_\_\_\_ 11. Which of the following is true of bones?
- A. Bones are alive.
  - B. There are 206 bones.
  - C. Bones produce blood cells.
  - D. All of the above.

- \_\_\_\_\_ 12. Blood vessels that carry blood away from the heart are
- A. veins.
  - B. arteries.
  - C. capillaries.
  - D. coronary.
- \_\_\_\_\_ 13. Which of the following is not a pathogen?
- A. virus
  - B. bacteria
  - C. fungi
  - D. antibodies
- \_\_\_\_\_ 14. A blockage of blood to the brain is
- A. high blood pressure.
  - B. a heart attack.
  - C. a stroke.
  - D. None of the above.
- \_\_\_\_\_ 15. \_\_\_\_\_ is the changing of the air, water, and land from clean and safe to dirty and unsafe.
- A. Pollution
  - B. Conservation
  - C. Recycling

**True/False.** Place a *T* for *true* or an *F* for *false* in the blank to the left of the statement.

- \_\_\_\_\_ 16. Choking is a condition that occurs when a person's airway becomes blocked.
- \_\_\_\_\_ 17. Tobacco smoking ages the skin.
- \_\_\_\_\_ 18. A beer, a glass of wine, and a mixed drink all have the same effect on the brain.
- \_\_\_\_\_ 19. STDs can spread through a cough or sneeze.
- \_\_\_\_\_ 20. Good health snacks would be fruit and nuts.
- \_\_\_\_\_ 21. Abstinence is not participating in an unhealthy behavior.
- \_\_\_\_\_ 22. People who respect themselves will take responsibility for their health.
- \_\_\_\_\_ 23. Peer pressure is always negative.
- \_\_\_\_\_ 24. Posture is the way people hold their bodies.
- \_\_\_\_\_ 25. Compromise means getting what you want.

## Sample CBE Key

- |      |       |       |
|------|-------|-------|
| 1. G | 10. C | 19. F |
| 2. A | 11. D | 20. T |
| 3. I | 12. B | 21. T |
| 4. B | 13. D | 22. T |
| 5. F | 14. C | 23. F |
| 6. C | 15. A | 24. T |
| 7. E | 16. T | 25. F |
| 8. D | 17. T |       |
| 9. H | 18. T |       |

## Texas Essential Knowledge and Skills HLED 6 – Health Education, Grade 6

### §115.22. Health Education, Grade 6.

#### (a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

#### (b) Knowledge and skills.

**(1) Health information.** The student comprehends ways to enhance and maintain personal health throughout the life span. The student is expected to:

- (A) analyze healthy and unhealthy dietary practices;
- (B) explain the importance of a personal dietary and exercise plan;
- (C) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene;
- (D) identify causes and affects associated with poor body image such as eating disorders and growth patterns;
- (E) examine the concept of cost versus effectiveness of health-care products;
- (F) describe the mental, physical, and social benefits of regular exercise and fitness;
- (G) describe the importance of establishing and implementing a periodic health-maintenance clinical assessment; and
- (H) demonstrate strategies for managing stress.

**(2) Health information.** The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:

- (A) analyze the relationships among the body systems;
- (B) describe changes in male and female anatomy and physiology during puberty;
- (C) analyze the role of hormones as they relate to growth and development and personal health; and
- (D) describe menstrual health and identify the relationship to reproduction.

**(3) Health information.** The student comprehends and utilizes concepts relating to health promotion and disease prevention. The student is expected to:

- (A) describe various modes of disease transmission;
- (B) compare healthy cell growth to cell growth in the disease process; and
- (C) list noncommunicable and hereditary diseases and respective prevention and treatment techniques.

**(4) Health information.** The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:

- (A) list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and
- (B) use critical thinking to research and evaluate health information.

**(5) Health behaviors.** The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;
- (B) examine social influences on drug-taking behaviors;
- (C) describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;
- (D) explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;
- (E) identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;

- (F) demonstrate an understanding of basic first-aid procedures;
- (G) demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;
- (H) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and
- (I) explain the consequences of sexual activity and the benefits of abstinence.

**(6) Influencing factors.** The student understands how factors in the environment influence individual and community health. The student is expected to:

- (A) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and
- (B) make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines.

**(7) Influencing factors.** The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

- (A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families;
- (B) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;
- (C) practice conflict resolution/mediation skills;
- (D) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors; and
- (E) describe methods for communicating important issues with parents and peers.

**(8) Influencing factors.** The student comprehends how media and technology influence individual and community health. The student is expected to:

- (A) identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and
- (B) explain the relationship between health needs and technology development such as the development of a Human Immunodeficiency Virus (HIV) vaccine.

**(9) Influencing factors.** The student differentiates between positive and negative family influences. The student is expected to:

- (A) develop strategies for supporting and respecting all family members; and
- (B) identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.

**(10) Personal/interpersonal skills.** The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) demonstrate ways to communicate empathy to others and have consideration for others;
- (B) assess healthy ways of responding to disrespectful behaviors such as mediation;
- (C) practice methods for self-control;
- (D) describe healthy ways to express affection and love;
- (E) describe ways to manage anxiety and grief;
- (F) describe ways to control anger and emotions when responding to others;
- (G) demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;
- (H) define stress and its effects on individual health and relationships; and
- (I) identify stressors and their impact on the health of the individual and family.

**(11) Personal/interpersonal skills.** The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) seek the input of parents and other trusted adults in problem solving and goal setting;
- (B) demonstrate the use of refusal skills in unsafe situations;
- (C) explain the impact of peer pressure on decision making;
- (D) compare the risks and benefits of various health behaviors such as choosing not to smoke; and
- (E) identify the possible health implications of long-term personal and vocational goals.

**(12) Bullying prevention.** The student engages in behaviors that reduce the risk of bullying throughout the life span. The student is expected to:

- (A) analyze the impact that bullying has on both victims and bullies;

- (B) identify strategies for prevention and intervention of all forms of bullying such as emotional, physical, social, and sexual;
- (C) describe healthy ways to be assertive without being aggressive; and
- (D) assess healthy and appropriate ways of responding to bullying.

*Source: The provisions of this §115.22 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413.*