



### **To the Student:**

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

### **ABOUT THE EXAM**

The Credit by Examination for Health Education will consist of 100 multiple-choice, true/false, matching, short answer, and labeling questions. Each question is worth one point. The exam will be scored on a 0-100 point grading scale (remember to check with your school counselor for information on passing requirements). An answer sheet will be provided. You will have three hours to complete the exam.

The examination is based on the Texas Essential Knowledge and Skills for this subject. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our HLED course is *Glencoe Health* by Bronson and Merki, published by Glencoe/McGraw-Hill (2005), ISBN 0-07-861213-6.

### **PRE-EXAM ASSIGNMENTS**

You should also study the P.A.P.A. (Parents and Paternity Awareness) curriculum from the Office of the Attorney General of Texas, the child support agency for the State of Texas, at <https://www.texasattorneygeneral.gov/cs/p.a.p.a.-for-students>. The information on this website will help you understand some of the important facts you need to know when you make your own decisions about parenthood. Read “**What’s p.a.p.a. all about?**”, click the “**p.a.p.a. DVD**” link and watch the 14 short videos, and take the “**What do you know about the law and parenting?**” quiz. **Material from the P.A.P.A. curriculum will be included on the exam.**

### **EXAM PREPARATION**

In order to be successful on the examination, you must study and review the Essential Knowledge and Skills for Health Education that are listed in this overview.

Good luck on your examination!

## **HLED Study Topics**

**To successfully prepare for the exam, the general areas you need to be familiar with are:**

- a systematic approach to health and wellness;
- a systematic approach to health communication, decision making, and health promotion that protects individual personal health;
- patterns of daily living that contribute to wellness;
- responsible behavior concerning the use of alcohol, tobacco, and other drugs;
- exhibiting skills in accident prevention;
- relationship between diet, exercise, rest, and recreation;
- current health issues;
- care in emergencies, such as choking or not breathing;
- community health resources and their activities designed to promote general public well-being.

**The specific areas you need to be familiar with are:**

### **A Healthy Foundation**

- Decision-making skills

### **Physical Activity and Nutrition**

- Nutrients
- Healthy diet
- Lifelong physical fitness

### **Mental and Emotional Health**

- Healthy personality
- Healthy emotions
- Stress
- Mental disorders

### **Promoting Safe and Healthy Relationships**

- Family life
- Community life

- Public health care

### **Personal Care and Body Systems**

- Skeletal system
- Muscular system
- Circulatory system
- Respiratory system
- Nervous system
- Digestive system

### **Growth and Development**

- Family life
- Growth and development
- Reproduction and heredity
- Parenting
- Establishing paternity
- Parents who don't pay
- Choosing healthy relationships
- Marriage and families
- Relationship violence

### **Tobacco, Alcohol, and Other Drugs**

#### **Diseases and Disorders**

- Infectious diseases
- Sexually transmitted diseases
- HIV/AIDS
- Noninfectious diseases

#### **Injury Prevention and Environmental Health**

- Health care options
- Public health
- Personal safety
- First aid

**Texas Essential Knowledge and Skills  
HLED – Health Education**

TTU: HLED CBE, v.2.0		
TEKS: §115.32. Health 1, Grades 9-10 (One-Half Credit).		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
<b>§115.32. Health 1, Grades 9-10.</b>		
(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 Health 1, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.		
(b) Knowledge and skills.		
<b>(1) Health information.</b> The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:		
(A) relate the nation's health goals and objectives to individual, family, and community health;	29	31
(B) examine the relationship among body composition, diet, and fitness;	21	64
(C) explain the relationship between nutrition, quality of life, and disease;	21	64
(D) describe the causes, symptoms, and treatment of eating disorders;	18	39, 56
(E) examine issues related to death and grieving;	3, 4, 5	46, 47, 48
(F) discuss health-related social issues such as organ donation and homelessness;	28, 33, 36, 37	37
(G) analyze strategies to prevent suicides;	66-71	39, 66-71
(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression; and	3, 4, 5, 25	35, 46, 47, 48
(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.	30, 32	3
<b>(2) Health information.</b> The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:		
(A) analyze the relationship between health promotion and disease prevention;	1, 2, 33, 34	44, 45
(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;	2	45
(C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and	33	3
(D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	19, 21, 35, 36	3, 31
<b>(3) Health information.</b> The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:		
(A) explain fetal development from conception through pregnancy and birth;	10, 11, 34	53, 54

(B) explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	34	42
(C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and	34	53
(D) explain the significance of genetics and its role in fetal development.	41	43
<b>(4) Health information.</b> The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:		
(A) analyze the health messages delivered through media and technology; and	23	61
(B) explain how technology has impacted the health status of individuals, families, communities, and the world.	35, 58, 61	2, 26, 31
<b>(5) Health information.</b> The student understands how to evaluate health information for appropriateness. The student is expected to:		
(A) develop evaluation criteria for health information;	23, 30	61
(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;	23, 30	61
(C) discuss the legal implications regarding sexual activity as it relates to minor persons; and	36	40
(D) demonstrate decision-making skills based on health information.	24, 66-71	66-71
<b>(6) Health behaviors.</b> The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:		
(A) examine the effects of health behaviors on body systems;	9, 15, 18, 21	52, 58, 64
(B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and	5, 19, 25, 44, 46, 48	48, 62
(C) appraise the significance of body changes occurring during adolescence.	8, 11, 12	51, 54, 55
<b>(7) Health behaviors.</b> The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:		
(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;	15, 16, 17, 42	58, 59, 60
(B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;	15	58
(C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;	24, 26	63
(D) analyze the importance of alternatives to drug and substance use;	26	65
(E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	26	65
(F) analyze strategies for preventing and responding to deliberate and accidental injuries;	27, 29	26
(G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;	26, 66-71	66-71
(H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;	36, 37	41
(I) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;	35	41
(J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;	15, 37	58
(K) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and	35, 36	40, 41

(L) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity.	35, 36	40
<b>(8) Influencing factors.</b> The student analyzes the effect of relationships on health behaviors. The student is expected to:		
(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and	6, 14, 26, 37	49, 57
(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.	30, 33	19
<b>(9) Influencing factors.</b> The student differentiates between positive and negative family influences. The student is expected to:		
(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	7, 12, 28	50, 55
(B) analyze the dynamics of family roles and responsibilities relating to health behavior.	12, 28	55
<b>(10) Influencing factors.</b> The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:		
(A) assess the impact of population and economy on community and world health;	60, 65	25
(B) analyze the impact of the availability of health services in the community and the world; and	1, 2, 28, 31, 33, 58	2, 31, 44, 45
(C) describe a variety of community and world environmental protection programs.	13	45
<b>(11) Influencing factors.</b> The student understands how to access school and community health services for people of all ages. The student is expected to:		
(A) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and	20	3
(B) compare and analyze the cost, availability, and accessibility of health services for people of all ages.	20	61
<b>(12) Influencing factors.</b> The student understands situations in which people of all ages require professional health services. The student is expected to:		
(A) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and	27, 58	2
(B) explain how to access health services for people of all ages.	20	30
<b>(13) Personal/interpersonal skills.</b> The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:		
(A) demonstrate communication skills in building and maintaining healthy relationships;	7	50
(B) distinguish between a dating relationship and a marriage;	38	34
(C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;	36, 37	34
(D) evaluate the effectiveness of conflict resolution techniques in various situations;	26	65
(E) demonstrate refusal strategies;	26	65
(F) explore methods for addressing critical-health issues; and	25, 28	61
(G) evaluate the dynamics of social groups.	26	65
<b>(14) Personal/interpersonal skills.</b> The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:		
(A) demonstrate strategies for communicating needs, wants, and emotions;	26	65
(B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and	36	38
(C) communicate the importance of practicing abstinence.	36, 37	41

<b>(15) Personal/interpersonal skills.</b> The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:		
(A) apply communication skills that demonstrate consideration and respect for self, family, and others;	22, 26	32, 36
(B) demonstrate empathy towards others; and	22	17, 39
(C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.	26	36
<b>(16) Personal/interpersonal skills.</b> The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:		
(A) identify decision-making skills that promote individual, family, and community health;	66-71	66-71
(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;	39	61
(C) classify forms of communication such as passive, aggressive, or assertive; and	65	65
(D) associate risk-taking with consequences such as drinking and driving.	15	58
<b>(17) Personal/interpersonal skills.</b> The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:		
(A) research information about a personal health concern;	27	33, 61
(B) demonstrate knowledge about personal and family health concerns; and	27	61
(C) develop strategies to evaluate information relating to a variety of critical health issues.	27	35
<i>Source: The provisions of this §115.32 adopted to be effective September 1, 1998, 22 TexReg 7740.</i>		