



California Subject Examinations for Teachers®

TEST GUIDE

HEALTH SCIENCE SUBTEST II

Subtest Description

This document contains the Health Science subject matter requirements arranged according to the domains covered by Subtest II of CSET: Health Science. In parentheses after each named domain is the domain code from the Health Science subject matter requirements.

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California Subject Examinations for Teachers (CSET®)

Health Science
Subtest II: Nutrition and Fitness; Mental and Emotional Health;
Alcohol, Tobacco, and Other Drugs

Part I: Content Domains for Subject Matter Understanding and Skill in
Health Science

NUTRITION AND FITNESS (SMR Domain 4)

Candidates demonstrate an understanding of nutrition and physical fitness in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of relationships among nutrition, physical activity, and lifelong well-being.

0001 Nutritional Bases of Human Health (SMR 4.1)

- a. Demonstrate knowledge of the categories of essential nutrients (i.e., carbohydrates, fats, proteins, vitamins, minerals, and water), their sources in the diet, and consequences of their deficiency or excess.
- b. Interpret information on food labels.
- c. Demonstrate knowledge of dietary guidelines for different populations (e.g., based on age, culture, medical conditions).
- d. Demonstrate knowledge of how to develop an appropriate personal nutrition plan.
- e. Understand the principles of weight management and the importance of weight management to overall health and wellness.
- f. Understand the risk factors for and health risks associated with obesity.
- g. Demonstrate knowledge of eating disorders and their relationship to individual health and body image.

0002 Physical Fitness and Health (SMR 4.2)

- a. Demonstrate knowledge of the components of health-related fitness (e.g., endurance, strength, flexibility) and methods of self-assessment.
- b. Demonstrate knowledge of the effects of exercise and personal health behaviors (e.g., sleep, rest, relaxation) that have a positive impact on body systems and on lifelong health.
- c. Demonstrate knowledge of how to develop an appropriate personal fitness plan, including strategies for self-assessment, goal-setting, and maintenance.

(Challenge Standards for Student Success: Health Education [1998]: Standards 1, 7. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 3, 4, 11.)

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SUBTEST II: NUTRITION AND FITNESS; MENTAL AND EMOTIONAL HEALTH;
ALCOHOL, TOBACCO, AND OTHER DRUGS

MENTAL AND EMOTIONAL HEALTH (SMR Domain 5)

Candidates demonstrate an understanding of the foundations of mental and emotional well-being in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of the role of mental and emotional health in maintaining lifelong well-being and of how to adapt positively to change.

0003 Foundations of Mental and Emotional Health (SMR 5.1)

- a. Identify the basic components of mental and emotional health (e.g., self-confidence, goal setting, coping skills, effective communication skills).
- b. Identify the relationships among mental, emotional, and physical health.
- c. Recognize the potential contributions of spirituality (e.g., purpose and meaning, connectedness, service to others, positive self-concept) to mental, emotional, and/or physical health.
- d. Demonstrate knowledge of positive youth development, asset development, and resiliency.
- e. Identify strategies for dealing with grief, loss, and bereavement in a variety of situations (e.g., individual, family, group).
- f. Identify strategies for dealing with anger in a variety of situations.

0004 Stress, Depression, and Suicide (SMR 5.2)

- a. Demonstrate knowledge of the causes, symptoms, and consequences of stress from various sources (e.g., peers, family, school, work) and of stress management techniques.
- b. Understand the nature of depression and its causes, symptoms, and treatment options.
- c. Identify risk factors for suicide and strategies for intervention.

(Challenge Standards for Student Success: Health Education [1998]: Standards 1, 6. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 3, 7.)

ALCOHOL, TOBACCO, AND OTHER DRUGS (SMR Domain 6)

Candidates demonstrate an understanding of drugs and of factors affecting their use, misuse, and abuse in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of drug classifications; the physical effects of drug use, misuse, and abuse; and the prevention, intervention, and treatment of drug abuse and addiction.

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0005 Drug Classifications and Effects on the Body (SMR 6.1)

- a. Demonstrate knowledge of the categories of drugs (i.e., legal, illegal, over-the-counter, and prescription).
- b. Demonstrate knowledge of drug classifications (e.g., antibiotics, stimulants, depressants, hallucinogens) and the effects of each class of drug on the body.

0006 Drug Use, Misuse, Abuse, and Addiction (SMR 6.2)

- a. Distinguish between responsible and irresponsible use of over-the-counter and prescription drugs.
- b. Distinguish between responsible and irresponsible use of tobacco and alcohol.
- c. Identify signs of drug misuse, abuse, and addiction.
- d. Demonstrate knowledge of the physiological process and stages of drug addiction.
- e. Recognize the impact of drug abuse on relationships and family dynamics.
- f. Analyze factors contributing to the misuse and abuse of drugs (e.g., impact of the media, peer pressure).

0007 Prevention, Intervention, and Treatment of Substance Abuse (SMR 6.3)

- a. Identify and understand substance-abuse prevention strategies (e.g., decision making, finding healthy alternatives, avoiding risk situations).
- b. Demonstrate knowledge of intervention options (e.g., student assistance programs) and treatment options (e.g., inpatient, outpatient) for dealing with substance abuse.

(Challenge Standards for Student Success: Health Education [1998]: Standards 3, 4, 6, 7. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 3, 5, 6.)

HEALTH SCIENCE
SUBTEST II: NUTRITION AND FITNESS; MENTAL AND EMOTIONAL HEALTH;
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**Part II: Subject Matter Skills and Abilities Applicable to the
Content Domains in Health Science**

Candidates apply knowledge of behavioral and scientific principles to the content area of health science/health education and apply health-related skills across multiple health topics. They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors.

Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health-related data about social and cultural environments. They differentiate between health education practices that are grounded on sound scientific research and those that are not research based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. They apply laws, regulations, and policies affecting school health education.

Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being and recognize the short-term and long-term effects of the lifestyle choices and habits of individuals. They apply a variety of risk assessment skills and prevention strategies to health-related issues. They evaluate sources of health-related information and differentiate between reliable and unreliable sources.

Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs. They understand the role of communication in interpersonal relationships and identify strategies that encourage appropriate expression. They emphasize the importance of the communication process, including listening, assertiveness, and refusal skills.