

Massachusetts Tests for Educator Licensure® (MTEL®)

FIELD 21: HEALTH/FAMILY AND CONSUMER SCIENCES TEST OBJECTIVES

Subarea	Multiple-Choice	Range of Objectives	Approximate Test Weighting
I.	A Healthy Lifestyle	01–04	23%
II.	Family and Emotional Health	05–07	19%
III.	Safety and Prevention	08–11	23%
IV.	Resource Management and Community Health	12–14	<u>15%</u>
			80%
	Open-Response		
V.	Integration of Knowledge and Understanding	15	20%

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Effective March 1, 2010

**Massachusetts Tests for Educator Licensure® (MTEL®)
Test Objectives
Field 21: Health/Family and Consumer Sciences**

SUBAREAS:

A HEALTHY LIFESTYLE
FAMILY AND EMOTIONAL HEALTH
SAFETY AND PREVENTION
RESOURCE MANAGEMENT AND COMMUNITY HEALTH
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING

A HEALTHY LIFESTYLE [23%]

0001 Understand human body systems and characteristics of human growth and development as they impact health decisions made throughout the life span.

For example:

- Identify structures, components, and functions of all major body systems (i.e., circulatory, digestive, endocrine, excretory, immune, integumentary, lymphatic, muscular, nervous, reproductive, respiration, and skeletal).
- Demonstrate knowledge of stages and characteristics of human growth and development throughout the life span (e.g., emotional, physical, intellectual, psychological, and social development).
- Describe the interrelationships of emotional, intellectual, physical, social, spiritual, environmental, and occupational health throughout the life span.
- Demonstrate knowledge of the influences of genetics, family history, lifestyle behaviors, media, and environment on growth and development, wellness, and the functioning of body systems.
- Analyze the influence of knowledge, attitudes, behaviors, and personal values and beliefs on individual health practices.

Field 21: Health/Family and Consumer Sciences Test Objectives

0002 Understand the role of food science and proper nutrition in maintaining and enhancing health.

For example:

- Demonstrate knowledge of how to access and use nutritional information and guidelines (e.g., USDA MyPyramid Plan) in order to establish, monitor, and achieve personal nutrition goals.
- Apply knowledge of principles and components of a healthy diet and ways in which nutritional needs change throughout the life span.
- Demonstrate the ability to interpret and analyze nutritional facts and labels and use this information to make informed health-enhancing decisions and choices regarding food.
- Demonstrate knowledge of food preparation techniques, principles of food production, and recipe/formula proportions analysis.
- Recognize the effects of preparation techniques on the nutritional value of foods and principles and practices for safe food handling, preparation, and storage and for the prevention of food-borne illnesses.
- Analyze ways in which various factors (e.g., culture, peers, availability, cost, environmental concerns, media messages) influence personal and family dietary practices and behaviors.

0003 Understand principles, components, and benefits of lifelong physical fitness.

For example:

- Recognize the components of health-related physical fitness and types and characteristics of physical activities for promoting fitness.
- Demonstrate knowledge of concepts related to personal fitness levels and health risks (e.g., the interrelationships of diet, eating behaviors, physical activity, body composition, and health).
- Recognize principles and techniques for developing personal fitness goals and for maintaining and monitoring progress in achieving those goals (e.g., setting realistic goals, choosing enjoyable activities, using technology to track progress).
- Recognize factors that affect physical fitness, health risks associated with inactivity and poor fitness levels, and ways in which physical fitness impacts the promotion of wellness (e.g., positive self-image, stress management, weight management) and the prevention of illness (e.g., obesity, cardiovascular disease, diabetes).

Field 21: Health/Family and Consumer Sciences Test Objectives

0004 Understand human sexuality and strategies for promoting sexual and reproductive health.

For example:

- Identify stages and characteristics of sexual development and the emotional and physical changes that accompany puberty.
- Demonstrate knowledge of factors that influence sexuality (e.g., values, gender roles, family, culture, peers, emotions, physical maturity, media messages) and how to use health-enhancing decision-making skills to avoid sexual health risks.
- Recognize skills and techniques for evaluating the consequences of sexual risk behaviors and for choosing healthy alternatives to risk behaviors (e.g., abstaining, postponing sexual behavior, setting limits, using contraception, obtaining accurate information).
- Apply knowledge of healthy and unhealthy relationships, responsibilities associated with dating, and strategies and resources that promote health-enhancing and risk-reducing behaviors (e.g., recognizing inappropriate online relationships, avoiding alcohol and unsupervised gatherings, practicing assertive refusal skills).
- Demonstrate knowledge of types, characteristics, and modes of transmission of sexually transmitted infections (STIs), including HIV/AIDS, and the impact of STIs on individuals, families, and communities.
- Recognize strategies, methods, and resources for reproductive health needs and for avoiding pregnancies and STIs (e.g., consultation with professionals, abstinence, contraception, accurate information).
- Demonstrate knowledge of sexual orientation instructional strategies (e.g., using gender-neutral terminology, addressing social justice issues, demonstrating sensitivity to same-sex relationships).

Field 21: Health/Family and Consumer Sciences Test Objectives

FAMILY AND EMOTIONAL HEALTH [19%]

0005 Understand principles and strategies for maintaining mental and emotional health and for managing stress.

For example:

- Analyze internal and external (intrinsic and extrinsic) factors (e.g., self-acceptance, respect for others, social awareness, communication, ability to prioritize responsibilities, environment, physical health, support systems) that influence mental and emotional health.
- Recognize types and sources of stress, the effects of stress on health, and strategies for coping with positive and negative changes in health-enhancing ways.
- Describe goal-setting skills used to manage stress and improve mental and emotional health throughout the life span (e.g., developing goals that address strengths, needs, and risks; formulating an effective long-term health plan).
- Identify signs, causes, and effects of mental health disorders, including depression, eating disorders, self-harm, and suicidal tendencies, and methods and resources for treating, reporting, and obtaining help for these conditions.

0006 Understand factors that influence interpersonal relationships, including communication skills.

For example:

- Recognize how effective verbal and nonverbal communication skills can promote healthy interpersonal relationships (e.g., expressing needs, desires, and feelings in healthy ways).
- Analyze causes and effects of positive and negative peer pressure and skills and strategies for responding to negative peer pressure (e.g., refusal and negotiation skills).
- Demonstrate knowledge of factors that influence interpersonal relationships and social support systems (e.g., kinds and uses of power in interpersonal relationships, influences of social media).
- Demonstrate knowledge of strategies and skills used to encourage, influence, and support peers and others in making positive health choices throughout the life span.
- Compare and contrast the impact of positive communication (e.g., "I" messages, active listening, assertive response, restating) and negative communication (e.g., teasing, verbal bullying, stereotyping, discrimination).
- Recognize various forms of communication (e.g., e-mail, online social networking, texting, direct conversation, written) and their impact on interpersonal relationships.

Field 21: Health/Family and Consumer Sciences Test Objectives

0007 Understand the significance of the family in society and parenting strategies and skills that support healthy family relationships.

For example:

- Recognize diverse structures of families, family roles and responsibilities, and the significance of the family as a societal unit.
- Analyze how the family influences personal health practices and behaviors.
- Identify skills and strategies for advocating for and improving personal and family health (e.g., encouraging family members to make healthy choices, coping with changes within families, using negotiation and collaboration skills).
- Recognize important considerations, attributes, skills, and resources related to becoming a parent.
- Demonstrate knowledge of appropriate parenting practices and child-care approaches.
- Apply knowledge of family problems (e.g., family violence, child abuse) and identify types and functions of family services and resources and procedures for obtaining assistance for children and families.

SAFETY AND PREVENTION [23%]

0008 Understand the nature, control, and prevention of illness and disease.

For example:

- Recognize the importance of identifying, adopting, and maintaining personal health behaviors and practices (e.g., hygiene, dental care, adequate rest and sleep) in order to prevent illness and disease.
- Distinguish among types, characteristics, modes of transmission, and signs and symptoms of common illnesses and chronic and communicable diseases.
- Describe ways to prevent and reduce risks of chronic and communicable diseases.
- Apply knowledge of principles and methods of detecting, managing, controlling, and treating illness and disease (e.g., self-examination, health screening, medical tests, active involvement).
- Analyze the influence of public health policies; scientific research; and social, cultural, and economic factors on the incidence and prevalence of diseases, including emerging diseases (e.g., access to health care, a healthy school and community environment).

**Field 21: Health/Family and Consumer Sciences
Test Objectives**

0009 Understand health risks associated with tobacco, alcohol, and other drugs and strategies and skills for the prevention of tobacco, alcohol, and other drug use.

For example:

- Analyze the effects of the use, misuse, and abuse of tobacco, alcohol, and other drugs on personal health and the functioning of body systems.
- Demonstrate knowledge of how risky behaviors involving tobacco, alcohol, and other drugs influence the likelihood of engaging in other unhealthy behaviors (e.g., taking physical or sexual risks, being prone to conflict and violence, driving under the influence).
- Recognize ways in which various factors (e.g., character, home environment, affiliations, media, family, peers) impact healthy decision making about tobacco, alcohol, and other drug use.
- Apply knowledge of how to use health-enhancing decision-making skills in relation to avoiding tobacco, alcohol, and other drugs (e.g., analyzing when assistance is needed, using collaborative decision making, predicting the potential short-term impact of decisions on self and others).
- Demonstrate knowledge of techniques and activities used to practice prevention skills related to tobacco, alcohol, and other drugs (e.g., using refusal skills, anticipating pressure situations, identifying healthy alternatives).
- Demonstrate familiarity with issues and laws related to tobacco, alcohol, and other drug use and with programs and methods for treating tobacco, alcohol, and other drug abuse.

**Field 21: Health/Family and Consumer Sciences
Test Objectives**

0010 Understand principles, strategies, and techniques for enhancing safety, preventing and treating injuries, and responding to emergencies.

For example:

- Apply knowledge of principles, rules, and precautions related to bicycle and wheel safety; traffic, bus, and pedestrian safety; fire prevention; weapons safety; water safety; sun safety; and accident prevention during recreation and play.
- Recognize situations, behaviors, and perceptions that lead to intentional and unintentional injuries (e.g., fighting, fatigue, alcohol use, access to weapons).
- Demonstrate knowledge of guidelines and practices for personal and physical safety (e.g., involving threats, unwanted physical contact, the Internet, being home alone) and procedures for obtaining assistance in an emergency.
- Identify procedures for life-threatening respiratory and cardiac emergencies (e.g., resuscitation, CPR, clearing an airway obstruction, automatic external defibrillation).
- Apply knowledge of principles and procedures for first aid and emergency medical care (e.g., universal precautions; first aid for shock, bleeding, bruises, burns, poisoning, broken bones).
- Evaluate the effects of various environmental conditions and problems (e.g., pollution, hazardous wastes, dangerous weather) on the health and safety of individuals.

Field 21: Health/Family and Consumer Sciences Test Objectives

0011 Understand principles of conflict resolution and violence prevention.

For example:

- Demonstrate knowledge of how to use health-enhancing strategies (e.g., communication, negotiation, collaboration, refusal) to prevent and resolve conflicts.
- Demonstrate knowledge of mediation and conflict resolution strategies and activities used to manage and resolve interpersonal conflicts (e.g., participating in conflict resolution training, identifying nonviolent strategies to manage conflict).
- Recognize appropriate responses, strategies, policies, and resources for dealing with bullying, intimidation, exclusion, and aggression (e.g., using refusal skills, asking for assistance, reporting electronic aggression).
- Analyze causes of violence and the influence of internal and external factors on violence (e.g., intolerant attitudes, gangs, cliques, stress, the media, availability of weapons).
- Demonstrate knowledge of techniques and strategies used to recognize, avoid, and respond to dangerous and violent situations.
- Identify signs and types of harassment and abuse, health-related consequences of harassment and abuse, and strategies and resources for preventing and stopping harassment and abuse.

Field 21: Health/Family and Consumer Sciences Test Objectives

RESOURCE MANAGEMENT AND COMMUNITY HEALTH [15%]

0012 Understand consumer and environmental principles and skills for accessing, evaluating, and managing health and family resources.

For example:

- Apply knowledge of skills for researching, locating, and accessing health-related information, products, and services from home, school, and community.
- Demonstrate the ability to analyze and evaluate the validity, reliability, usefulness, and safety of health-related information, products, and services.
- Apply knowledge of principles and skills for managing personal and family finances and resources to support basic human needs and healthy lifestyle choices.
- Recognize key consumer economics principles and skills (e.g., in relation to budgets, mortgages, savings and investments, use of credit cards).
- Describe situations that require professional services and strategies that children and families can use to locate and access school and community resources.
- Demonstrate knowledge of characteristics of health-care providers, organizations, and insurance systems and of criteria and techniques for evaluating, selecting, and using health-care providers and services.
- Recognize procedures, regulations, and agencies designed to protect consumers (e.g., consumer complaint procedures, product safety laws, FDA).
- Demonstrate knowledge of ways in which human behavior affects the environment and how to influence and support others in making positive environmental health choices.
- Apply knowledge of conservation principles and strategies for preventing and reducing environmental health risks to self and others (e.g., conserving energy and water, properly disposing of waste).

Field 21: Health/Family and Consumer Sciences Test Objectives

0013 Understand the role of public health strategies in supporting safe communities.

For example:

- Demonstrate knowledge of the functions and responsibilities of community and public health agencies and ways of accessing valid health information and services from these agencies.
- Apply knowledge of how public policies and government regulations influence and contribute to health promotion (e.g., no smoking and safety belt laws, immunizations, drug testing).
- Identify strategies and resources for advocating for and improving community health and safety (e.g., adapting health messages and communication techniques to specific target audiences).
- Analyze the contributions of environmental advocacy groups and scientific, engineering, and technological advances on public and community health (e.g., on disease prevention, food production).

0014 Understand key health and family and consumer sciences concepts and skills.

For example:

- Analyze the influence of society, culture, media, and technology on individual, family, and community health.
- Demonstrate knowledge of how to use the skill of decision making to enhance health.
- Demonstrate knowledge of how to use the skill of goal setting to enhance health.
- Demonstrate knowledge of principles and methods for working with students, families, school staff, and community members to advocate for wellness.
- Apply knowledge of laws, policies, and ethical considerations related to health education and family and consumer sciences programs.

INTEGRATION OF KNOWLEDGE AND UNDERSTANDING [20%]

In addition to answering multiple-choice items, candidates will prepare written responses to questions addressing content summarized in the objective below.

0015 Prepare an organized, developed analysis on a topic related to one or more of the following: a healthy lifestyle, family and emotional health, safety and prevention, and resource management and community health.

(Refer to objectives 0001 through 0014 and associated descriptive statements.)