



## GACE® Health and Physical Education Assessment *Test at a Glance*

**Updated September 2017**

See the GACE® Health and Physical Education Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Health and Physical Education
Grade Level	P–12
Test Code	Test I: 115 Test II: 116 Combined Test I and Test II: 615
Testing Time	Test I: 2 hours and 10 minutes Test II: 2 hours and 10 minutes Combined Test I and Test II: 4 hours and 20 minutes
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 100 Test II: 100 Combined Test I and Test II: 200
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

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## About this Assessment

The GACE Health and Physical Education assessment is designed to measure the professional knowledge of prospective teachers of Health and Physical Education in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR) until further notice.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

## Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Mental and Emotional Health/Professional Issues	25%
II. Personal Health and Wellness, Sexual Health, and Nutrition	40%
III. Safety and Injury Prevention, and Alcohol, Tobacco, and Other Drugs	35%

## Test I Objectives

### Subarea I: Mental and Emotional Health/Professional Issues

*Objective 1: Understands the issues related to mental and emotional health*

The beginning Health and Physical Education teacher:

- A. Understands psychosocial development/emotional well-being
- B. Knows the causes/consequences of mental/emotional health issues
- C. Knows the consequences of risk-taking behaviors
- D. Understands stress management skills
- E. Knows how to identify factors that promote positive self-concept and self-esteem
- F. Understands factors affecting healthy and unhealthy relationships
- G. Understands strategies for coping with changes in families
- H. Understands the concepts of interpersonal communication
- I. Understands skills promoting healthy interactions
- J. Understands the functions of various types of interpersonal relationships
- K. Understands group dynamics
- L. Knows the social/cultural influences on communication
- M. Understands factors affecting decisions about dating
- N. Understands the causes of conflict among youth
- O. Knows the signs, symptoms, causes, and effects of self-destructive behavior

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*Objective 2: Understands the professional issues related to health education*

The beginning Health and Physical Education teacher:

- A. Knows the opportunities available for health education advocacy
- B. Understands how to implement curricular and extracurricular programs
- C. Understands the role of health educator as a liaison
- D. Understands the factors influencing the content of health education
- E. Knows how to locate and use valid sources of health information
- F. Knows how to recognize and use effective peer leadership intervention, resistance, and refusal skills
- G. Understands goal-setting and decision making
- H. Understands risk factors and protective factors related to personal health and safety practices
- I. Knows the components of a coordinated school health program

**Subarea II: Personal Health and Wellness, Sexual Health, and Nutrition**

*Objective 1: Understands the principles of personal health and wellness*

The beginning Health and Physical Education teacher:

- A. Knows the concepts of personal hygiene
- B. Understands the concepts of anatomy and physiology and body system interrelationships
- C. Knows the patterns and stages of physical, cognitive, social, and emotional growth and development
- D. Understands various factors that affect physical, cognitive, social, and emotional growth and development
- E. Knows how to describe disease etiology and prevention/treatment
- F. Understands the difference between communicable and non-communicable diseases
- G. Understands the role of the body's immune system

*Objective 2: Understands the issues related to sexual health*

The beginning Health and Physical Education teacher:

- A. Knows the anatomy/physiology of the human reproductive system
- B. Understands the decision-making process and considerations related to planning a family
- C. Knows the stages that occur during pregnancy and childbirth

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- D. Knows the factors that influence sexual decisions
  - E. Knows the causes of HIV/AIDS
  - F. Knows the methods for preventing pregnancy, STDs, and HIV/AIDS

*Objective 3: Understands the principles of nutrition*

The beginning Health and Physical Education teacher:

- A. Knows how to identify the functions and sources of nutrients
- B. Understands the components of *My Plate and Dietary Guidelines for Americans*
- C. Knows the components of a balanced diet
- D. Understands principles for planning nutritious meals
- E. Understands factors affecting food choices and eating habits
- F. Knows dietary disorders and health issues
- G. Knows how to evaluate diets relative to personal needs

**Subarea III: Safety and Injury Prevention, and Alcohol, Tobacco, and other Drugs**

*Objective 1: Understands the issues related to safety and injury prevention*

The beginning Health and Physical Education teacher:

- A. Understands weather emergencies
- B. Knows methods for promoting self care, safe behaviors, and injury prevention
- C. Knows appropriate ways to respond to accidents
- D. Understands threats to personal safety
- E. Knows the legislation, agencies, and policies that support community health
- F. Knows the characteristics of safe and unsafe places for play, travel, and recreation
- G. Understands the causes, consequences, and prevention of different types of abuse and violence
- H. Understands common causes and effects of accidents

*Objective 2: Understands the issues related to the use of alcohol, tobacco, and other drugs*

The beginning Health and Physical Education teacher:

- A. Understands the effects of substance use and abuse
- B. Knows the appropriate uses of medicines
- C. Knows the classifications of alcohol, tobacco, and other drugs

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- D. Understands the factors contributing to health risks associated with the use of alcohol, tobacco, and other drugs
  - E. Knows how the use of alcohol, tobacco, and other drugs affect personal goals
  - F. Understands how adolescent and teen drug use contributes to accidents, crime, suicide, mortality, and sexual activity
  - G. Understands that alcohol, tobacco, and drug dependencies are treatable diseases
  - H. Knows how to analyze alcohol, tobacco, and drug advertisements

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## Test II Subareas

Subarea	Approx. Percentage of Test
I. Basic Sciences of Physical Education	20%
II. Motor Learning and Motor Development	15%
III. Sports, Activities, and Fitness	30%
IV. Instructional Principles and Professionalism in Physical Education	35%

## Test II Objectives

### Subarea I: Basic Sciences of Physical Education

*Objective 1: Understands how the applied sciences are related to physical education*

The beginning Health and Physical Education teacher:

- A. Understands biomechanics and kinesiology
- B. Understands exercise physiology and fitness

*Objective 2: Understands the principles of anatomy and physiology as related to physical education*

The beginning Health and Physical Education teacher:

- A. Understands anatomy and physiology
- B. Understands the components of flexibility
- C. Knows the major muscle groups

### Subarea II: Motor Learning and Motor Development

*Objective 1: Understands the principles of motor learning*

The beginning Health and Physical Education teacher:

- A. Understands principles, stages, sequences, and characteristics of motor development and learning
- B. Understands factors influencing motor development and learning
- C. Understands motor-learning concepts
- D. Knows instructional prompts and cues for providing motor performance feedback
- E. Understands skill themes and ways to promote movement concepts

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*Objective 2: Understands the principles of motor development*

The beginning Health and Physical Education teacher:

- A. Knows how to apply movement concepts
- B. Understands movement principles and their application
- C. Knows critical elements of movement patterns
- D. Understands how to combine locomotor, nonlocomotor, and manipulative skills and patterns
- E. Knows how to select developmentally appropriate techniques, skills, sequences, equipment, and materials for complex rhythmic, aerobic, and dance activities

**Subarea III: Sports, Activities, and Fitness**

*Objective 1: Understands the principles of individual, dual, team, and lifetime sports or activities*

The beginning Health and Physical Education teacher:

- A. Knows the skills, rules, strategies, sequences, and performance assessment techniques for individual, dual, team, and lifetime sports, dance, and other activities
- B. Understands critical elements essential to competent performance in individual, dual, and lifetime sports
- C. Understands critical elements essential to competent performance in team sports
- D. Understands critical elements of outdoor, adventure, and cooperative activities
- E. Understands critical elements essential to competent performance in creative movement and dance

*Objective 2: Understands fitness as it relates to training, fitness plans, sports, and activities*

The beginning Health and Physical Education teacher:

- A. Understands principles of training and conditioning
- B. Knows principles and techniques for designing a fitness plan
- C. Knows the effect of participation in sports and activities
- D. Knows the appropriate etiquette, interactions, care of equipment, safety practices, and environmental considerations

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## **Subarea IV: Instructional Principles and Professionalism in Physical Education**

### *Objective 1: Understands management and motivation as it relates to physical education*

The beginning Health and Physical Education teacher:

- A. Knows the principles of classroom management
- B. Understands the psychological and social factors that affect individual and group learning
- C. Knows how to manage resources
- D. Knows how to motivate students
- E. Knows how to promote positive relationships
- F. Knows how to use rules and routines to create a safe and effective learning environment
- G. Knows how to promote self-management skills

### *Objective 2: Understands communication and collaboration as related to physical education*

The beginning Health and Physical Education teacher:

- A. Understands effective verbal and nonverbal communication
- B. Knows how to provide appropriate instructional feedback
- C. Knows how to deliver effective demonstrations and explanations
- D. Knows how to integrate knowledge and skills from multiple subject areas in physical education
- E. Knows how to promote opportunities to be physically active

### *Objective 3: Understands the principles involved in physical education planning and instruction*

The beginning Health and Physical Education teacher:

- A. Knows how to achieve and maintain a health-enhancing level of fitness in a physical education program
- B. Knows how to design and sequence activities for skill development
- C. Knows how to design and sequence activities for health and skill-related fitness
- D. Knows how to integrate information technology
- E. Know how to use technology in physical education

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*Objective 4: Understands the principles of student assessment, adapted physical education, and professionalism*

The beginning Health and Physical Education teacher:

- A. Knows how to plan and adapt instruction for special need students
- B. Knows how to assess individuals with disabilities
- C. Knows how to gather and assess data for skill performance
- D. Knows the goals and purposes of the various fitness assessments
- E. Knows how to demonstrate and support the concept that all students can become physically educated individuals
- F. Knows the historical, philosophical, social, and legal issues in physical education
- G. Understands liability and legal considerations pertaining to use of equipment, class organization, supervision, program selection, gender, and disability
- H. Understands the factors affecting participation in physical activity