

**Florida Teacher Certification Examinations  
Test Information Guide  
for  
Health K–12**



FLORIDA DEPARTMENT OF EDUCATION  
[www.fdoe.org](http://www.fdoe.org)

**Fourth Edition**

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## **Test and Test Information Guide Development**

### **Teacher Certification Testing**

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Health K–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included health educators, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, a large-scale survey of health education experts, pilot tests, and their own professional judgment.

### **Role of the Test Information Guide**

The purpose of this test information guide is to help candidates taking the subject area test in Health K–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university educator preparation program or persons making a career change. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified educators prepare for recertification or multiple certification. This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college coursework in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



## Preparation for the Test

The following outline may help you prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

### Overview

- **Look over the organization of the test information guide.**  
Section 1 discusses the development of the test and test information guide.  
Section 2 (this section) outlines test preparation steps.  
Section 3 offers strategies for taking the test.  
Section 4 presents information about the content and structure of the test.  
Section 5 lists question formats and includes sample test questions.  
Section 6 provides an annotated bibliography of general references you may find useful in your review.  
Section 7 identifies a source of further information.

### Self-Assessment

- **Decide which content areas you should review.**  
Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

### Review

- **Study according to your needs.**  
Review all of the competencies and concentrate on areas with which you are least familiar.

### Practice

- **Acquaint yourself with the format of the examination.**  
Section 5 describes types of questions you may find on the examination.
- **Answer sample test questions.**  
Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

### Final preparation

- **Review test-taking advice.**  
Section 3 includes suggestions for improving your performance on the examination.
- **Refer to field-specific references.**  
Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



## Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy" in the registration bulletin
  - A watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  - Read each question and all the response options carefully before marking your answer. Pay attention to all of the details.
  - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

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## Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Health K–12 examination. These competencies and skills represent the knowledge that teams of health educators, subject area specialists, and district-level educators have determined to be important for beginning health educators. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

**Competencies** are broad areas of content knowledge.

**Skills** identify specific behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table:

*Approximate percentage of total test questions  
(test blueprint)*

<b>Competency/Skill</b>		<b>Approx. %</b>
<b>1</b>	<b>Knowledge of the foundation, theories, and principles of health education</b>	<b>6%</b>
1	Identify the philosophies, theories, and models of comprehensive health education.	
2	Distinguish between the stages of prevention and intervention along continua of care.	
3	Identify and apply the individual components of effective coordinated school health programs.	
4	Identify and apply policies and legislation impacting school health education and services.	
5	Demonstrate cultural competency within the analysis of foundations, theories, and principles of health education.	

*Competency* (arrow pointing to the competency header)

*Skills (1–5)* (arrow pointing to the skill numbers in the table)

**Table of Competencies, Skills, and Approximate Percentages of Questions**

Competency/Skill	Approx. %
<b>1 Knowledge of the foundation, theories, and principles of health education</b>	<b>6%</b>
<ol style="list-style-type: none"> <li>1 Identify the philosophies, theories, and models of comprehensive health education.</li> <li>2 Distinguish between the stages of prevention and intervention along continua of care.</li> <li>3 Identify and apply the individual components of effective coordinated school health programs.</li> <li>4 Identify and apply policies and legislation impacting school health education and services.</li> <li>5 Demonstrate cultural competency within the analysis of foundations, theories, and principles of health education.</li> </ol>	
<b>2 Knowledge of health education standards and health literacy</b>	<b>6%</b>
<ol style="list-style-type: none"> <li>1 Demonstrate an understanding of health literacy.</li> <li>2 Identify and apply state and national health standards for health education.</li> </ol>	
<b>3 Knowledge of health education instructional practices</b>	<b>10%</b>
<ol style="list-style-type: none"> <li>1 Identify and compare tools and techniques for assessing the health needs of individuals, schools, and communities.</li> <li>2 Identify and apply instructional strategies to meet the needs of diverse populations.</li> <li>3 Identify effective health education program planning.</li> <li>4 Select and apply effective implementation strategies for health education programs.</li> <li>5 Identify methods for evaluating health education programs.</li> <li>6 Identify health education resources and health practitioners.</li> <li>7 Identify effective techniques to communicate health information to appropriate audiences.</li> <li>8 Identify methods, tools, and strategies for assessing students' progress toward health literacy.</li> </ol>	
<b>4 Knowledge of personal health behaviors and wellness</b>	<b>6%</b>
<ol style="list-style-type: none"> <li>1 Interpret and analyze concepts and components of wellness.</li> <li>2 Evaluate the benefits and consequences of personal health practices.</li> <li>3 Evaluate goal-setting strategies used for personal health and wellness.</li> <li>4 Evaluate decision-making strategies used for personal health and wellness.</li> </ol>	

<b>Competency/Skill</b>	<b>Approx. %</b>
<b>5 Knowledge of human anatomy and physiology</b>	<b>6%</b>
<ol style="list-style-type: none"> <li>1 Demonstrate knowledge of the structures and interrelated functions of human body systems.</li> <li>2 Identify the relationships of anatomy and physiology to health.</li> <li>3 Identify physiological changes to the human body throughout the life cycle (e.g., conception to death).</li> <li>4 Identify physiological adaptations as a result of physical activity, rest, and sleep.</li> </ol>	
<b>6 Knowledge of pathology and prevention of human diseases and disorders</b>	<b>6%</b>
<ol style="list-style-type: none"> <li>1 Identify causes, modes of transmission, risk factors, symptoms, treatments, and prevention of communicable diseases.</li> <li>2 Identify causes, risk factors, symptoms, treatments, and prevention of noncommunicable diseases and disorders affecting the body.</li> <li>3 Identify and determine common screenings and diagnostic techniques for prevention or early intervention benefits.</li> </ol>	
<b>7 Knowledge of interpersonal health</b>	<b>8%</b>
<ol style="list-style-type: none"> <li>1 Analyze relationships among families, peers, culture, media, and technology regarding interpersonal health behaviors.</li> <li>2 Identify and interpret the influence of changing roles, relationships, and socioeconomic factors on interpersonal health.</li> <li>3 Identify and demonstrate an understanding of the effective use of coping skills.</li> <li>4 Define and demonstrate an understanding of the effective use of interpersonal communication skills.</li> <li>5 Identify effective community resources that support and assist in healthy social development.</li> </ol>	
<b>8 Knowledge of sexual health</b>	<b>9%</b>
<ol style="list-style-type: none"> <li>1 Identify key characteristics of sexual development (e.g., infancy, childhood, adolescence, adulthood).</li> <li>2 Determine age- and developmentally-appropriate relationship skills throughout life (e.g., friend relationships, dating relationships, intimate relationships; healthy relationships, unhealthy/abusive relationships).</li> <li>3 Identify effective research-based strategies for preventing pregnancy.</li> <li>4 Identify effective research-based strategies for preventing STIs, including HIV.</li> </ol>	

Competency/Skill	Approx. %
<b>9 Knowledge of nutrition and physical fitness</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify basic nutrients, food guides, and serving size recommendations.</li> <li>2 Analyze the impact of culture on nutrition and exercise.</li> <li>3 Describe the relationships between daily food intake, body weight, and physical activity.</li> <li>4 Identify the signs, symptoms, and risk factors associated with eating disorders and obesity.</li> <li>5 Analyze the benefits of regular physical activity and proper nutrition.</li> <li>6 Explain the principles of exercise prescription and fitness assessment.</li> </ol>	
<b>10 Knowledge of mental and emotional health</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify characteristics of positive mental health and emotional intelligence.</li> <li>2 Identify mental and emotional health risk factors.</li> <li>3 Identify common signs and symptoms of mental and emotional health disorders requiring referral (e.g., self-harming behaviors, suicidal ideation).</li> <li>4 Evaluate the impact of mental health disorders on the individual, family, peers, and community.</li> <li>5 Identify strategies for prevention and intervention of mental and emotional health disorders.</li> <li>6 Identify the psychosocial and physiological effects of stress.</li> <li>7 Apply appropriate and effective strategies for stress management.</li> <li>8 Identify community and other resources that support and assist healthy mental and emotional development.</li> </ol>	

Competency/Skill	Approx. %
<b>11 Knowledge of substance use, abuse, and dependency and addictive behaviors</b>	<b>9%</b>
<ol style="list-style-type: none"> <li>1 Identify risk factors contributing to substance use, abuse, and dependency and addictive behaviors.</li> <li>2 Identify protective factors contributing to the prevention of substance use, abuse, and dependency and addictive behaviors.</li> <li>3 Recognize signs and symptoms of possible substance use, abuse, and dependency and addictive behaviors.</li> <li>4 Identify the effects of substance use, abuse, and dependency and addictive behaviors on all domains (i.e., individual, peer, school, family, community).</li> <li>5 Recognize socioeconomic and legal consequences of substance use, abuse, and dependency and addictive behaviors.</li> <li>6 Identify research-based resources and strategies for prevention, intervention, and treatment of substance use, abuse, and dependency and addictive behaviors.</li> <li>7 Explain the physiological and psychological effects of alcohol, tobacco, drugs, and other substances of abuse.</li> </ol>	
<b>12 Knowledge of violence prevention and intervention</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify types and characteristics of violence.</li> <li>2 Determine and assess factors contributing to violent or abusive behaviors.</li> <li>3 Differentiate among the characteristics of bullies, victims, and bystanders.</li> <li>4 Evaluate the effects of bullying, harassment, and hazing.</li> <li>5 Identify effective school- and community-based strategies for the prevention and intervention of violent or abusive behaviors among youth.</li> <li>6 Identify relationships between the use of technology and violent or abusive behaviors.</li> </ol>	
<b>13 Knowledge of consumer health-related practices and media literacy</b>	<b>3%</b>
<ol style="list-style-type: none"> <li>1 Identify criteria and resources for evaluating health information, products, practices, and services.</li> <li>2 Compare the relationship between consumer health laws and practices.</li> <li>3 Identify emerging and holistic health practices and complementary alternative medicine.</li> <li>4 Apply strategies for evaluating media-based health information.</li> <li>5 Identify types of media and technology strategies used to influence individual health decisions and community health.</li> <li>6 Differentiate strategies for accessing valid health education information, products, and services to enhance health.</li> </ol>	

Competency/Skill	Approx. %
<b>14 Knowledge of community health</b>	<b>3%</b>
<ol style="list-style-type: none"> <li>1 Interpret existing data to determine a community's level of risk and protection.</li> <li>2 Analyze how perceptions of norms influence risk-taking and health-enhancing behaviors in a community.</li> <li>3 Determine variables that influence the culture and climate of communities.</li> <li>4 Determine the accessibility and effectiveness of community resources to address a variety of community health needs.</li> <li>5 Evaluate how public health policies and government regulations influence community health.</li> <li>6 Analyze the relationships between community health data and policy decisions.</li> <li>7 Identify advocacy strategies for personal, family, and community health.</li> </ol>	
<b>15 Knowledge of environmental health</b>	<b>3%</b>
<ol style="list-style-type: none"> <li>1 Explain interrelationships between human behavior and the environment.</li> <li>2 Relate how environmental hazards impact individuals and communities.</li> <li>3 Determine ways individuals and the communities assume responsibility for developing and maintaining environmental quality.</li> <li>4 Identify effective strategies to improve environmental quality.</li> </ol>	
<b>16 Knowledge of unintentional injury and safety practices</b>	<b>4%</b>
<ol style="list-style-type: none"> <li>1 Identify effective safety practices used in schools, home, community, and recreational settings.</li> <li>2 Identify leading causes of unintentional injuries among children, adolescents, and adults.</li> <li>3 Identify first aid techniques and procedures, including the use of CPR and an AED.</li> <li>4 Identify crisis and emergency management procedures (e.g., hurricane preparedness, fire safety planning, water emergency response).</li> </ol>	

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## Test Format and Sample Questions

The Health K–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will record your selection by marking **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
<b>Direct question</b> Choose the response option that best answers the question.	Question 1, page 11
<b>Sentence completion</b> Select the response option that best completes the sentence.	Question 2, page 11
<b>Command</b> Select the best response option.	Question 19, page 14
<b>Scenario</b> Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 5, page 12

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## Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

### **DIRECTIONS: Read each question and select the best response.**

1. An educational program about the dangers of smoking provided by a local county public health unit focuses mainly on which stage of the prevention continuum?
  - A. primary
  - B. secondary
  - C. tertiary
  - D. complementary
  
2. Coordinated School Health Programs comprise eight components, including
  - A. after-school tutorial programs; school counseling, psychological, and social services; and family and community involvement.
  - B. after-school tutorial programs; healthy school environments; and school counseling, psychological, and social services.
  - C. family and community involvement; healthy school environments; and after-school tutorial programs.
  - D. family and community involvement; healthy school environments; and school counseling, psychological, and social services.
  
3. An effective health education curriculum
  - A. provides functional health knowledge that directly contributes to health-promoting behaviors.
  - B. predicts how individuals of various genders, ages and grade levels will react to health advice.
  - C. focuses primarily on clinical feedback outlining areas of a specific health need within a particular age group.
  - D. ensures individuals will apply accurate health knowledge and engage in physical activity.
  
4. Which of the following is a strand of the Health K–12 Next Generation Sunshine State Standards?
  - A. Health Literacy: Prevention
  - B. Health Literacy: Advocacy
  - C. Health Literacy: Concepts
  - D. Health Literacy: Decision Making

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5. A school curriculum specialist has requested input in planning for the inclusion of Comprehensive School Health Education at the school. The best resources to use would include
    - A. Florida's state standards for health education and the school's data from Centers for Disease Control and Prevention's Healthy School Index.
    - B. Culturally diverse curricula written by a local author that is developmentally- and age-appropriate.
    - C. National Health Education Standards and district textbook information.
    - D. Centers for Disease Control and Prevention's Coordinated School Health model and statewide assessment data for the school.
  
  6. Which of the following activities involves three to five class members sharing the results of their investigation on a health education topic before an audience?
    - A. group lecture
    - B. group discussion
    - C. taped speech
    - D. panel discussion
  
  7. The HECAT was designed to
    - A. determine the severity of teen drug use.
    - B. plan health education in high schools.
    - C. improve health education curricula.
    - D. evaluate the effectiveness of health education teachers in the classroom.
  
  8. A goal-setting strategy that an individual can use is a personal inventory, which will help
    - A. define background.
    - B. determine experiences.
    - C. evaluate outcomes.
    - D. develop self-awareness.
  
  9. Refusal skills are part of good decision making. Which of the following rules would best teach students to develop good refusal skills?
    - A. Avoid assertive behavior so others are not aware of your thoughts.
    - B. Participate in harmful situations to practice refusal skills.
    - C. Verbally communicate disgust in the advances of another person.
    - D. Use body language which indicates sincerity and respect.
  
  10. Which organ's primary function is the excretion of liquid wastes?
    - A. kidneys
    - B. lungs
    - C. skin
    - D. small intestine

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11. A person who engages in vigorous physical activity would have an increase in
    - A. low density lipoproteins.
    - B. coronary thrombosis.
    - C. high density lipoproteins.
    - D. resting heart rate.
  
  12. Type II Herpes is a viral infection associated with
    - A. pink to red cauliflower-shaped growths.
    - B. clusters of tiny blisters around the genitals.
    - C. white pus-like discharge and pain during intercourse.
    - D. burning sensation during urination.
  
  13. An appropriate assessment to measure a student's flexibility of the lower back and backs of thighs is a
    - A. bent-knee sit-up.
    - B. curl-up.
    - C. pull-up.
    - D. sit-and-reach.
  
  14. A group of close relatives living together or near each other is called a(an)
    - A. blended family.
    - B. extended family.
    - C. foster family.
    - D. nuclear family.
  
  15. The "I" message emphasizes
    - A. identifying emotions that resulted for the speaker.
    - B. acknowledging a person for making a comment.
    - C. putting down a person for what was said.
    - D. criticizing a person for what was done.
  
  16. On average, the ovulation phase of the menstrual cycle occurs every
    - A. 3–5 days.
    - B. 7–10 days.
    - C. 14–15 days.
    - D. 28–30 days.
  
  17. Vitamin K is essential for
    - A. clotting of the blood.
    - B. formation of bone.
    - C. promoting mineral absorption.
    - D. maintenance of skin tissue.

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18. According to the following table, what additional calories burned will enable a person to lose 1 pound?

Physical Activity	Calories Burned per Hour
Aerobics	500
Bicycling	590
Dancing	330
Walking	460

- A. 1 hour of dancing every day for 1 week  
B. 1/2 hour of walking every day for 1 week  
C. 1 hour of aerobics every day for 1 week  
D. 1/2 hour of bicycling every day for 1 week
19. Identify an effective stress management technique for an individual who is experiencing insomnia.
- A. begin a exercise program  
B. stress inoculation  
C. progressive relaxation  
D. guided imagery
20. An adolescent is displaying a consistent depressive mood and significant susceptibility to stress. These behaviors are
- A. results of hormonal changes associated with puberty.  
B. feelings that are normal and expected for adolescents.  
C. personal risk factors associated with substance abuse.  
D. risk factors associated with participation in a deviant subculture.
21. In Florida, it is illegal to sell tobacco to anyone under the age of
- A. 15.  
B. 16.  
C. 18.  
D. 21.
22. According to government review of substance use prevention programs, which of the following singular approaches is LEAST effective in preventing substance abuse?
- A. awareness education  
B. life-skills training  
C. self-esteem development  
D. value clarification

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23. Which of the following is a risk factor that increases the likelihood that a youth will become a perpetrator of violence?
- A. avoiding negative peer pressure
  - B. belonging to a social clique
  - C. exposure to violent media
  - D. low school connectedness
24. In a violence prevention program, a partnership should be established between the school, home, and
- A. county.
  - B. district.
  - C. community.
  - D. state.
25. Which organization provides technical assistance to community organizations that identify resources to support local education, including coordinated school health programs?
- A. State Board of Education
  - B. National Coalition for Parent Involvement in Education
  - C. National Parent Teacher Association
  - D. Public Education Network
26. Which action below would be LEAST effective in decreasing the prevalence of alcoholism and drug abuse within a community?
- A. increasing taxes on tobacco products and alcoholic beverages
  - B. developing zoning ordinances that limit the number of bars within a neighborhood
  - C. increasing the amount of law enforcement officers near schools
  - D. offering drug prevention programs aimed at parents and students
27. The process of using naturally occurring soil bacteria to break down plant remains into humus is known as
- A. composting
  - B. conserving
  - C. mulching
  - D. reducing
28. Which of the following is considered the greatest risk factor for injuries among children?
- A. accident proneness
  - B. parental supervision
  - C. living in poverty
  - D. lack of education

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### Answer Key

Question Number	Correct Response	Competency
1.	A	1
2.	D	1
3.	A	2
4.	C	2
5.	A	3
6.	D	3
7.	C	3
8.	D	4
9.	D	4
10.	A	5
11.	C	5
12.	B	6
13.	D	6
14.	B	7
15.	A	7
16.	D	8
17.	A	9
18.	C	9
19.	C	10
20.	C	11
21.	C	11
22.	A	11
23.	D	12
24.	C	12
25.	D	13
26.	C	14
27.	A	15
28.	C	16

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## Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts as reflected in the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Advocates for Youth. (2008). <http://www.advocatesforyouth.org>  
Promotes efforts to inform responsible reproductive and sexual health decision making for adolescents.
2. American Association for Health Education. (2010). American Alliance for Health, Physical Education, Recreation, and Dance.  
<http://www.aahperd.org/aahe>  
Provides promotion and support for the health, physical education, recreation, and dance professions. Assists in the development of education, leadership, research, and best practices in the health, physical education, recreation, and dance professions.
3. American Cancer Society. (2010). <http://www.cancer.org>  
Advocates for the treatment and elimination of cancer through advocacy, education, research, and service. Implements its mission through community-based efforts nationwide.
4. American Heart Association. (2010). <http://www.americanheart.org>  
Promotes efforts to decrease the prevalence of cardiovascular diseases and strokes through service, research and education.
5. American Red Cross. (2010). The American National Red Cross.  
<http://www.redcross.org>  
Offers humanitarian relief domestically and internationally to victims of disasters and war. Services the community through need assistance, military support, blood and blood product collection, processing, and distribution, and health and safety educational programs.
6. Anspaugh, D. & Ezell, G. (2010). *Teaching today's health* (9<sup>th</sup> ed.). San Francisco, CA: Benjamin Cummings.  
Offers an extensive description of health-related instructional practices and classroom activities. Addresses current health issues. Incorporates national health standards.

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7. Bronson, M. & Merki, D. (2007). *Glencoe Health*. New York, NY: McGraw-Hill.  
Provides a comprehensive overview of health and wellness. Integrates academic research with real-world applications of skills for practical use. Promotes health literacy and fitness.
  8. Centers for Disease Control and Prevention. (2007). *Health education curriculum analysis tool*. Atlanta, GA: Centers for Disease Control and Prevention.  
Conducts analysis of health education curricula based on national and federal standards. Assists schools in the development and improvement of health education curricula. Customizable to state and district requirements.
  9. Donatelle, R.J. (2009). *Health: The Basics* (8th ed.). San Francisco, CA: Benjamin Cummings.  
Highlights essential health knowledge necessary for developing a comprehensive understanding of health education.
  10. Fertman, C.I. & Allensworth, D.D. (2010). *Health Promotion Programs: From Theory to Practice*. San Francisco, CA.: Jossey-Bass.  
Provides an overview of current best practices from a variety of relevant settings. Presents insight on planning, implementing, and evaluating health programs. Explores the theory of health promotion.
  11. Fetro, J.V. (2000). *Personal & social skills: understanding and implementing competencies across health content*. Santa Cruz, CA: ETR Associates.  
Offers an understanding of decision making, communication, stress management, and goal setting as they relate to health content areas. Addresses key information, instructional approaches, and curriculum necessary to create a health program.
  12. Hales, D. (2003). *An invitation to health, brief*. Belmont, CA: BrooksCole Pub Co.  
Provides students with the tools to begin and maintain a healthy lifestyle. Emphasis is placed on identifying areas for change and presenting current facts about men's and women's health.
  13. Healthy Schools Healthy Youth. Centers for Disease Control and Prevention. <http://www.cdc.gov/HealthyYouth>  
Source of tools, training, and research on adolescent and youth health. Collects and reports data on risk behaviors, programs, and policies. Provides funding and assistance for the implementation of effective health policies and programs.

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14. Huffman, D., Fontaine, K.L., & Price, B. K. (2003). *Health problems in the classroom 6–12: An a to z reference guide for educators*. Thousand Oaks, CA: Corwin Press.  
Examines medical knowledge relating to illness, injury, and conditions that affect adolescents. Details health-related topics that are relevant to teens. Discusses health problems that affect students in grades 6 through 12.
  15. Huffman, D., Fontaine, K.L., & Price, B. K. (2003). *Health problems in the classroom PK–6: An a to z reference guide for educators*. Thousand Oaks, CA: Corwin Press.  
Provides concise and practical facts about health problems, illnesses, and disabilities encountered daily by various school stakeholders. Resource for an inclusive classroom.
  16. Ksir, C., Hart, C.L., & Ray, O. (2008). *Drugs, Society, and Human Behavior* (12th Ed.) McGraw Hill: Boston, MA.  
Offers current information on drug use and its individual and societal effects. Provides a range of perspectives on drugs and drug use.
  17. Marx, D., Wooley, S.F., & Northrop, D. (1998). *Health is academic: A guide to coordinated school health programs*. New York, NY: Teacher's College Press.  
Details components of a coordinated school health programs. Discusses topics and data from various areas of health education.
  18. McKenzie, J.F., Pinger, R.R., & Kotecki, J.E. (2008). *An introduction to community health*. Sudbury, MA: Jones and Bartlett Publishers.  
Presents current trends and statistical data in the community health field. Emphasizes career-level knowledge and skills in health education.
  19. Meeks, L., Heit, P., & Page, R. (2007). *Comprehensive school health education: Totally awesome strategies for teaching health* (5<sup>th</sup> ed.). Boston, MA: McGraw Hill.  
Prepares K–12 instructors in comprehensive school health education methodology. Offers practical strategies and methods, planning and curriculum support.
  20. National Association for Sport and Physical Education. (2010). American Alliance for Health, Physical Education, Recreation, and Dance.  
<http://www.aahperd.org/naspe>  
Promotes the enhancement of knowledge, support, and the improvement of professional practices for physical education, sport and physical activity programs.

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21. National Cyber Security Alliance. <http://www.staysafeonline.org>  
Informs the public on Internet safety and security. Advocates for the protection of technology, networks and digital assets.
  22. National Institute on Drug Abuse. National Institutes on Health. <http://www.drugabuse.gov/Infofacts/Infofaxindex.html>  
Conducts research relating to drug abuse and addiction. Disseminates research results to improve drug abuse and addiction prevention, treatment and policy.
  23. National Safety Council. <http://www.nsc.org>  
Advocates for the prevention of injuries and deaths in the workplace, homes, communities, and on transportation routes.
  24. Occupational Safety & Health Administration. United States Department of Labor. <http://www.osha.gov>  
Ensures the safety of working conditions for workers in the United States. Sets and enforces standards for the workplace. Provides assistance and training in the implementation of safety standards.
  25. Office of Healthy Schools. Florida Department of Education. Bureau of Curriculum and Instruction. <http://fldoe.org/bii/CSHP>  
Source of tools to assist in the creation of student health and academic success on state, district, and school levels. Implements the eight-component Coordinated School Health model.
  26. Standring, Susan. (2009). *Grey's anatomy: the anatomical basis of clinical practice*. (40<sup>th</sup> ed.). Philadelphia, PA: Elsevier.  
Offers an exhaustive account of human anatomical description and construction.
  27. Substance Abuse and Mental Health Services Administration. U.S. Department of Health and Human Services. <http://samhsa.gov>  
Initiates programs to reduce the impact of substance abuse and mental illness on communities nationwide.
  28. Telljohann, S., Symons, C., & Pateman, B. (2008). *Health education: Elementary and middle school applications* (6<sup>th</sup> ed.). Boston, MA: McGraw Hill.  
Presents an introduction to school health programming. Emphasizes necessary skills for health educators. Provides background information on key health topics. Designed for pre-service elementary and middle school teachers. Aligns activities with national health standards.
  29. United States Department of Agriculture. <http://www.usda.gov>  
Provides public policy leadership and management on food, agriculture, natural resources, consumer health-related practices, and related issues.

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30. United States Environmental Protection Agency. <http://www.epa.gov>  
Ensures protection from significant risks to human health and the environment where they live, learn and work. Assists in establishing and enforcing environmental policy and protection.
  31. United States Food and Drug Administration. U.S. Department of Health and Human Services. <http://www.fda.gov>  
Assures the safety, efficacy, and security of human and veterinary drugs, biological products, medical devices, the national food supply, and tobacco products. Advances public health by assisting medical and food innovations. Assists the public in obtaining accurate science-based information concerning medicines and foods.
  32. Weinstein, E. & Rosen, E. (2003). *Teaching children about health: A multidisciplinary approach* (2<sup>nd</sup> ed.). Belmont, CA: Thomson Wadsworth.  
Utilizes a case-study approach to detail the foundation, theories and principles of health education. Emphasizes a wellness/preventive health model. Offers multidisciplinary activities that can be integrated into elementary-level curricula.
  33. Yarber, W., Sayad, B., & Strong, B. (2010) *Human sexuality: Diversity in contemporary America*. (7th ed.) New York, NY: McGraw Hill  
Offers a thorough overview of contemporary themes in sexual health. Provides an integrated analysis of sexual orientation, biopsychosocial orientation, and sexuality and the media.



## **Additional Information**

Please visit the following Web site to review FTCE registration, to obtain an FTCE/FELE registration bulletin, and to find additional FTCE information, including upcoming test dates, test locations, and passing scores.

<http://www.fldoe.org/asp/ftce>



The Florida Department of Education and its test contractors currently employ strategies to protect the environment in the production and destruction of FTCE/FELE materials. The Department encourages schools and districts to recycle non-secure FTCE/FELE products after use.