



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

**42 Health,
Physical Education,
and Recreation**



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

Health, Physical Education, and Recreation (42) Field-Specific Information

The last test date for current program participants is July 2010.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Health	36%
Physical Education	40%
Recreation	24%

HEALTH

Understand the health education curriculum.

Includes the components of the instructional program; resources for teaching health education; the roles of various school health services; and instructional materials for health education units.

Understand methodology for health instruction and evaluation.

Includes instructional methods for delivering health education; classroom management skills required of the health educator; the role of the health educator in facilitating communication skills and voluntary activities; and principles and techniques of evaluation.

Understand the stages of physical growth and development.

Includes stages and characteristics of prenatal development, infancy, childhood, adolescence, adulthood, aging, and dying.

Understand communicable and noncommunicable diseases.

Includes communicable and noncommunicable diseases and their signs, symptoms, causes, methods of prevention, and treatments; and the effects of communicable and noncommunicable diseases on society.

Apply the basic principles of nutrition.

Includes the basic food groups; the sources of nutrients; the components of a balanced diet; nutritional requirements; and the effects of diet and nutrition on personal health.

Understand health problems involving nutrition.

Includes the causes, characteristics, and effects of obesity and malnutrition; specific nutritional deficiencies; excessive intake of sodium, sugar, cholesterol, or fats; and the causes, symptoms, and treatment of eating disorders.

Understand the principles of wellness.

Includes the components of physical, social, and emotional wellness; mechanisms for coping with stress; the development of self-concept; the design of an individual wellness plan; and the relationship between mental and physical wellness and illness.

Analyze the causes and prevention of suicide.

Includes factors associated with, causes of, and ways to prevent suicide; characteristics of individuals with suicidal tendencies; and agencies and services available for the prevention of suicide.

Understand the use, misuse, and abuse of alcohol, tobacco, and other substances.

Includes the physical, emotional, and psychological influences and effects of substance use and abuse on the user and others; the effects of alcohol and tobacco; types of illegal drugs and their effects; over-the-counter and prescription drugs; and types and characteristics of agencies and treatment programs concerned with the use and abuse of substances.

Understand family roles, relationships, and responsibilities.

Includes roles and responsibilities of family members; factors and responsibilities involved in planning families and raising children; factors that influence relationships among family members; and communication strategies among family members.

Understand social behavior among adolescents.

Includes constructive and destructive social behaviors; the influence of peers and peer groups in determining behavior; examples and characteristics of common problems among adolescents; and ways to help adolescents develop constructive social behavior.

Understand sexual development, reproduction, and sexually transmitted diseases.

Includes characteristics and stages of sexual development in males and females; physiological processes involved in reproduction; and the causes, characteristics, and prevention of sexually transmitted diseases.

Understand the problems of sexual harassment, abuse, and rape.

Includes the characteristics, prevention, and emotional, physical, and psychological effects of sexual harassment, abuse, and rape; and types and characteristics of agencies, programs, and regulations that deal with sexual harassment, abuse, and rape.

Identify environmental health hazards.

Includes characteristics of and health hazards presented by various types of pollution, hazardous substances, and natural disasters; and the effects of technological development on the natural environment and the population.

Understand causes, methods of prevention, and treatment of accidents.

Includes common causes of accidents and accident-prevention methods; situations requiring and procedures for administering CPR, the Heimlich maneuver, and mouth-to-mouth resuscitation; and first aid procedures for bleeding, shock, and various other physical injuries.

PHYSICAL EDUCATION

Understand the basic structure and administration of the physical education program.

Includes the elements and characteristics of the physical education curriculum; laws affecting the program; staffing; scheduling; budgeting; and facilities management.

Understand the stages of cognitive, social, emotional, and motor development.

Includes stages and characteristics of development during infancy, childhood, adolescence, and adulthood.

Identify the components and functions of the musculoskeletal system.

Includes the components, functions, physiological processes, and common disorders of the musculoskeletal system.

Identify the components and functions of the circulatory and respiratory systems.

Includes the components, functions, physiological processes, and common disorders of the circulatory and respiratory systems.

Identify the components and functions of the nervous and endocrine systems.

Includes the components, functions, physiological processes, and common disorders of the nervous and endocrine systems.

Identify the components and functions of the digestive and excretory systems.

Includes the components, functions, physiological processes, and common disorders of the digestive and excretory systems.

Understand the fundamentals of physical fitness and physical conditioning.

Includes the basic principles of physical fitness development, physical conditioning, flexibility, aerobic and anaerobic conditioning, and strength training; goals of physical fitness based on standards for students of different ages; and the relationship between physical fitness and psychological well-being.

Identify principles and activities for locomotor, nonlocomotor (axial), and manipulative skills development.

Includes locomotor, nonlocomotor, and manipulative skills; the integration of locomotor, nonlocomotor, and manipulative skills; materials and equipment for promoting manipulative skills development; and locomotor, nonlocomotor, and manipulative activities that are appropriate for various developmental levels.

Identify principles and activities for movement education.

Includes concepts of basic movement skills; elements of rhythm and tumbling; skill progression, activities, safety practices, and types of equipment for movement, rhythmic, and tumbling skills.

Identify basic techniques, events, skills, and rules involved in track and field and gymnastics.

Includes basic techniques, skills, strategies, skill progression, safety practices, types of equipment, and rules for track and field and gymnastics.

Identify skills and elements of low-organized and noncompetitive games in the elementary program.

Includes low-organized and noncompetitive games appropriate for various developmental levels; and the skills needed for low-organized and noncompetitive games for the elementary program.

Identify basic techniques, skills, and rules involved in racquet sports.

Includes basic techniques, skills, strategies, skill progression, safety practices, types of equipment, rules, and scoring methods in tennis, badminton, racquetball, and squash.

Identify basic techniques, skills, and rules of volleyball and basketball.

Includes basic techniques, skills, strategies, skill progression, safety practices, types of equipment, rules, and scoring methods in volleyball and basketball.

Identify basic techniques, skills, and rules of soccer, flag or touch football, softball, and field hockey.

Includes basic techniques, skills, strategies, skill progression, safety practices, types of equipment, rules, and scoring methods in field hockey, softball, soccer, and flag or touch football.

Understand curriculum development, instructional approaches, and assessment techniques in the physical education program (K–12).

Includes components of curriculum development, appropriate objectives, and appropriate scope and sequence of activities; instructional methods for various objectives and their characteristics; formal and informal assessment techniques and their characteristics and applications; and widely used assessment instruments and performance standards in physical education.

Apply basic principles of athletic training.

Includes principles and techniques of taping; care and prevention of athletic injuries; and principles of rehabilitation.

Identify characteristics and methods of instruction for students with special needs.

Includes types, characteristics, and appropriate methods of instruction for students with various handicapping conditions, gifted students, and students of different cultural or linguistic backgrounds.

Identify legal issues and safety practices for physical education activities.

Includes requirements issues related to liability and legal responsibilities and procedures for maintaining a safe physical education environment.

RECREATION

Understand the use and administration of community recreational facilities.

Includes the use, scheduling, and maintenance of community recreational facilities such as swimming pools, tennis and basketball courts, community centers, and ball fields.

Understand the administration of intramural programs.

Includes procedures for forming teams and leagues; officiating; purchasing equipment; organizing competitions; and safety and liability concerns.

Identify basic principles and techniques of traditional and modern dance.

Includes elements and techniques of folk dance, square dance, jazz dance, and modern dance.

Understand recreational water activities and associated safety procedures.

Includes swimming, boating, sailing, fishing, and safety rules and practices associated with water activities.

Identify principles, equipment, and techniques of running, jogging, and exercise walking.

Includes the types, techniques, and equipment used in walking, jogging, and running; and the physiological benefits of each.

Understand summer outdoor recreational activities.

Includes principles, techniques, and equipment used in hiking, camping, orienteering, bicycling, nature walking, etc.

Understand winter outdoor recreational activities.

Includes principles, techniques, and equipment used in skating, cross-country skiing, downhill skiing, sledding, and ice fishing.

Identify basic techniques, skills, and rules involved in lifelong sports.

Includes basic techniques, skills, and rules of golf, tennis, bowling, archery, and other lifelong sports.

Understand basic elements of outdoor and nature education.

Includes identification of insects, wild animals, trees, and wildflowers; environmental awareness and protection; outdoor safety; and outdoor activities.

Identify recreational activities for special populations.

Includes activities and modifications appropriate for persons with special interests or special needs.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following is recognized as the best method for preventing the spread of infectious hepatitis?
 - A. proper canning of food
 - B. vaccination
 - C. proper sanitation
 - D. pasteurization of milk

2. Which of the following is a symptom of the use of narcotics?
 - A. diarrhea
 - B. high blood pressure
 - C. drowsiness
 - D. increased respiratory rate

3. Which of the following is a common early symptom of syphilis in both men and women?
 - A. a sore that appears at the point of infection
 - B. a white discharge from the reproductive organs
 - C. a high fever that comes and goes over several weeks
 - D. a difficulty or discomfort during urination

4. In a near-drowning accident, a strong swimmer trained in lifesaving procedures has reached the victim, who is unconscious and has stopped breathing. After reaching the victim, when is the appropriate time to administer mouth-to-mouth resuscitation?
 - A. as soon as possible after carrying the victim out of the water
 - B. after turning the victim on his or her side for one minute to remove the water from his or her lungs
 - C. as soon as possible after cleaning any debris from the victim's mouth
 - D. after administering chest compressions

5. Most of the nutrients from ingested food enter into the bloodstream from which of the following portions of the digestive system?
 - A. large intestine
 - B. small intestine
 - C. stomach
 - D. liver

6. Which of the following activities involves the use of a combination of locomotor skills?
- A. picking up an object and lifting it overhead
 - B. bending and touching the toes
 - C. stepping forward and bending to catch a baseball
 - D. running and jumping over a hurdle
7. Which of the following is a basic rule in volleyball?
- A. The ball may not touch the net during play.
 - B. A team may not hit the ball more than twice consecutively.
 - C. Players may not hit the ball while standing outside the sidelines.
 - D. Players are not allowed to touch the net during play.
8. When using physical education equipment, instructors can best contribute to both student safety and education by:
- A. restricting equipment use to students who have demonstrated skill mastery.
 - B. selecting only equipment that has a low safety risk.
 - C. reinforcing safety rules for the equipment being used.
 - D. involving students in the establishment of safety rules.
9. Which of the following is an advantage of using a round-robin format for intramural sports tournaments?
- A. Teams only play other teams at their own level of ability.
 - B. Since there are no overall winners or losers, all teams have the opportunity for success.
 - C. Teams that lose early do not have to sit out for the rest of the tournament.
 - D. Individual teams get to select which team they will play next.
10. Jogging and exercise walking are most effective in contributing to which of the following components of fitness?
- A. muscular strength
 - B. flexibility
 - C. cardiorespiratory endurance
 - D. agility

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand communicable and noncommunicable diseases.
2.	C	Understand the use, misuse, and abuse of alcohol, tobacco, and other substances.
3.	A	Understand sexual development, reproduction, and sexually transmitted diseases.
4.	C	Understand causes, methods of prevention, and treatment of accidents.
5.	B	Identify the components and functions of the digestive and excretory systems.
6.	D	Identify principles and activities for locomotor, nonlocomotor (axial), and manipulative skills development.
7.	D	Identify basic techniques, skills, and rules of volleyball and basketball.
8.	C	Identify legal issues and safety practices for physical education activities.
9.	C	Understand the administration of intramural programs.
10.	C	Identify principles, equipment, and techniques of running, jogging, and exercise walking.