Contents

1 Test and Test Preparation Guide Development 1

2 Preparation for the Test 3

3 Competencies and Skills 5

4 Test Format and Sample Questions 11

5 Test-Taking Advice 29

6 Additional Information 31
Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (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 Physical Education K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers’ unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in Physical Education 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 preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. 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 teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. 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 to 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 preparation guide.
  Section 1 discusses the development of the test and test preparation guide.
  Section 2 (this section) outlines test preparation steps.
  Section 3 presents information about the content of the test.
  Section 4 lists question formats and includes sample test items.
  Section 5 offers strategies for taking the test.
  Section 6 identifies sources of further information.

Self-Assessment

• Decide which content areas you should review.
  Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

• Study according to your needs.
  Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

• Acquaint yourself with the format of the examination.
  Section 4 describes types of questions you may find on the examination.

• Answer sample test questions.
  Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

• Review test-taking advice.
  Section 5 includes suggestions for improving your performance on the examination.
The table on the following pages lists the competencies and skills used as the basis for the Physical Education K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. 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 to organize your review.

The following excerpt illustrates the components of the table:

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge of the history and philosophy of physical education as a profession</td>
<td>4</td>
</tr>
<tr>
<td>2 Knowledge of curricular theory and development</td>
<td>12</td>
</tr>
</tbody>
</table>

**Competencies** are areas of content knowledge.

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

**Number of items** indicates the number of test items that represent the competencies on the test.
Table of Competencies, Skills and Number of Items

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Knowledge of the history and philosophy of physical education as a profession</td>
<td>4</td>
</tr>
<tr>
<td>1 Identify historical events and trends that have influenced the profession.</td>
<td></td>
</tr>
<tr>
<td>2 Relate goals and values for physical education to the philosophies of education that they reflect.</td>
<td></td>
</tr>
<tr>
<td>2 Knowledge of curricular theory and development</td>
<td>12</td>
</tr>
<tr>
<td>1 Identify the characteristics of various curriculum models.</td>
<td></td>
</tr>
<tr>
<td>2 Identify various factors to consider in curriculum planning, such as students' time, environment, equipment, facilities, space, and community resources.</td>
<td></td>
</tr>
<tr>
<td>3 Identify ways that national and state documents, standards, benchmarks, trends, and philosophies can be used to design and develop curriculum.</td>
<td></td>
</tr>
<tr>
<td>4 Identify principles of long- and short-term planning to maximize learner participation and success.</td>
<td></td>
</tr>
<tr>
<td>5 Identify common concepts and content within physical education and other curriculum areas that promote interdisciplinary learning.</td>
<td></td>
</tr>
<tr>
<td>3 Knowledge of instructional strategies</td>
<td>16</td>
</tr>
<tr>
<td>1 Identify strategies and adaptations that meet the needs of a diverse student population.</td>
<td></td>
</tr>
<tr>
<td>2 Identify various organizational strategies that promote maximum participation.</td>
<td></td>
</tr>
<tr>
<td>3 Identify teaching styles, communication delivery systems, and materials that facilitate learning.</td>
<td></td>
</tr>
<tr>
<td>4 Identify and apply motivational theories and techniques that enhance student learning.</td>
<td></td>
</tr>
<tr>
<td>5 Apply developmentally appropriate instructional strategies, techniques, and teaching methods that promote student learning.</td>
<td></td>
</tr>
<tr>
<td>6 Identify a variety of self-assessment and problem-solving strategies inherent in reflective teaching.</td>
<td></td>
</tr>
<tr>
<td>7 Identify the role of feedback in facilitating learning.</td>
<td></td>
</tr>
<tr>
<td>Competency/Skill</td>
<td>Items</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>4 Knowledge of human growth, motor development, and motor learning related to</td>
<td></td>
</tr>
<tr>
<td>physical activity</td>
<td>11</td>
</tr>
<tr>
<td>1 Determine the relationship between human growth and development and</td>
<td></td>
</tr>
<tr>
<td>appropriate physical activity.</td>
<td></td>
</tr>
<tr>
<td>2 Apply learning and human development theories to construct a positive</td>
<td></td>
</tr>
<tr>
<td>learning environment that supports psychomotor, cognitive, and affective</td>
<td></td>
</tr>
<tr>
<td>development.</td>
<td></td>
</tr>
<tr>
<td>3 Apply motor development and motor learning principles to the acquisition of</td>
<td></td>
</tr>
<tr>
<td>motor skills.</td>
<td></td>
</tr>
<tr>
<td>5 Knowledge of skill and movement principles in physical activity</td>
<td>18</td>
</tr>
<tr>
<td>1 Identify and apply the concepts of spatial awareness, body awareness,</td>
<td></td>
</tr>
<tr>
<td>relationships, and effort qualities as they relate to movement forms.</td>
<td></td>
</tr>
<tr>
<td>2 Identify the fundamental movement patterns, including locomotor, nonlocomotor,</td>
<td></td>
</tr>
<tr>
<td>and manipulative skills, as applied to movement forms.</td>
<td></td>
</tr>
<tr>
<td>3 Identify sequentially progressive activities that promote the acquisition</td>
<td></td>
</tr>
<tr>
<td>of psychomotor, cognitive, and affective skills.</td>
<td></td>
</tr>
<tr>
<td>4 Identify appropriate cues, prompts, and strategies for teaching motor</td>
<td></td>
</tr>
<tr>
<td>skills.</td>
<td></td>
</tr>
<tr>
<td>5 Apply mechanical principles of motion to movement forms.</td>
<td></td>
</tr>
<tr>
<td>6 Identify strategies to develop correct skill performance.</td>
<td></td>
</tr>
<tr>
<td>7 Analyze the mechanics of a skill or sequence of movements and identify ways</td>
<td></td>
</tr>
<tr>
<td>in which the performer can improve the performance.</td>
<td></td>
</tr>
<tr>
<td>8 Identify how components of skill-related fitness affect performance.</td>
<td></td>
</tr>
<tr>
<td>6 Knowledge of health and wellness and its relationship to physical activity</td>
<td>13</td>
</tr>
<tr>
<td>1 Analyze health-related components of physical fitness.</td>
<td></td>
</tr>
<tr>
<td>2 Interpret data from physical fitness assessments for diagnosis and</td>
<td></td>
</tr>
<tr>
<td>prescription.</td>
<td></td>
</tr>
<tr>
<td>3 Identify personal fitness programs that incorporate health-related</td>
<td></td>
</tr>
<tr>
<td>components.</td>
<td></td>
</tr>
<tr>
<td>4 Identify components of nutrition.</td>
<td></td>
</tr>
<tr>
<td>5 Demonstrate knowledge of the relationship of nutrition and exercise in</td>
<td></td>
</tr>
<tr>
<td>meeting the health needs of all students.</td>
<td></td>
</tr>
<tr>
<td>6 Identify health risks that can be reduced by physical activity.</td>
<td></td>
</tr>
</tbody>
</table>
### Table of Competencies, Skills and Number of Items

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>7  <strong>Apply basic training principles and guidelines to improve physical fitness.</strong></td>
<td></td>
</tr>
<tr>
<td>8  <strong>Identify exercises that benefit the major muscle groups of the body.</strong></td>
<td></td>
</tr>
<tr>
<td>9  <strong>Identify how the structure and function of the human body adapt to physical activity.</strong></td>
<td></td>
</tr>
<tr>
<td>10 <strong>Identify the physiological, psychological, and sociological benefits of physical activity.</strong></td>
<td></td>
</tr>
<tr>
<td>11 <strong>Identify the contributions that physical education makes to lifelong physical activity and wellness.</strong></td>
<td></td>
</tr>
<tr>
<td>12 <strong>Identify community resources that promote lifelong physical activity and wellness.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7 Knowledge of principles of social and emotional development through physical activity</strong></td>
<td>7</td>
</tr>
<tr>
<td>1 Identify the role physical activity can play in developing an understanding of diversity and cultural differences among people.</td>
<td></td>
</tr>
<tr>
<td>2 Identify the role physical activity plays in developing affective skills.</td>
<td></td>
</tr>
<tr>
<td><strong>8 Knowledge of developmentally appropriate assessment</strong></td>
<td>13</td>
</tr>
<tr>
<td>1 Identify assessment techniques, including authentic and traditional methods, for appropriate use within the cognitive domain.</td>
<td></td>
</tr>
<tr>
<td>2 Identify assessment techniques, including authentic and traditional methods, for appropriate use within the affective domain.</td>
<td></td>
</tr>
<tr>
<td>3 Identify assessment techniques, including authentic and traditional methods, for appropriate use within the psychomotor domain.</td>
<td></td>
</tr>
<tr>
<td>4 Select appropriate assessment strategies for curriculum design, lesson planning, student prescription, and program evaluation.</td>
<td></td>
</tr>
<tr>
<td>5 Interpret results of assessment for curriculum design, lesson planning, student prescription, and program evaluation.</td>
<td></td>
</tr>
<tr>
<td>6 Select methods of assessment appropriate for an inclusive environment.</td>
<td></td>
</tr>
<tr>
<td>Competency/Skill</td>
<td>Items</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>9  Knowledge of supervision, management, and laws and legislation that apply to</strong></td>
<td></td>
</tr>
<tr>
<td><strong>the learning environment</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>1 Identify procedures for selecting and maintaining appropriate equipment and</td>
<td></td>
</tr>
<tr>
<td>facilities to enhance student learning.</td>
<td></td>
</tr>
<tr>
<td>2 Identify organizational strategies that enhance classroom management.</td>
<td></td>
</tr>
<tr>
<td>3 Identify supervisory and behavioral management techniques that enhance</td>
<td></td>
</tr>
<tr>
<td>student learning.</td>
<td></td>
</tr>
<tr>
<td>4 Determine appropriate action for the care and prevention of injuries in</td>
<td></td>
</tr>
<tr>
<td>physical education.</td>
<td></td>
</tr>
<tr>
<td>5 Identify major federal and state legislation that impacts physical education.</td>
<td></td>
</tr>
<tr>
<td>6 Identify areas of legal liability applicable to physical education.</td>
<td></td>
</tr>
<tr>
<td>7 Identify guidelines and actions that promote safety.</td>
<td></td>
</tr>
<tr>
<td><strong>10 Knowledge of appropriate rules, strategies, and terminology</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>1 Apply appropriate rules and strategies of play to game and sport situations.</td>
<td></td>
</tr>
<tr>
<td>2 Identify terminology for various physical education activities.</td>
<td></td>
</tr>
<tr>
<td><strong>11 Knowledge of professional development and advocacy strategies</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>1 Identify physical education professional organizations and activities that</td>
<td></td>
</tr>
<tr>
<td>promote professional development.</td>
<td></td>
</tr>
<tr>
<td>2 Identify current professional literature, research, and other sources of</td>
<td></td>
</tr>
<tr>
<td>information that enhance professional growth.</td>
<td></td>
</tr>
<tr>
<td>3 Identify ways to advocate the goals, objectives, and values of a comprehensive physical education program.</td>
<td></td>
</tr>
<tr>
<td><strong>12 Knowledge of technology</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>1 Identify current technological resources for accessing information on</td>
<td></td>
</tr>
<tr>
<td>physical activity and health.</td>
<td></td>
</tr>
<tr>
<td>2 Identify appropriate uses of technology in the instructional process.</td>
<td></td>
</tr>
</tbody>
</table>
Test Format and Sample Questions

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

You will receive a test booklet and a separate answer sheet. Each question will contain four response options, and you will record your selection by bubbling in A, B, C, or D on the answer sheet.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

<table>
<thead>
<tr>
<th>Type of question</th>
<th>Sample item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sentence completion</strong></td>
<td>Item 3, page 13</td>
</tr>
<tr>
<td>Select the response option that best completes the sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Direct question</strong></td>
<td>Item 14, page 15</td>
</tr>
<tr>
<td>Choose the response option that best answers the question.</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario</strong></td>
<td>Item 21, page 17</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td>Item 22, page 18</td>
</tr>
<tr>
<td>Examine and analyze data from an experiment or study. Then answer a question by selecting the best response option.</td>
<td></td>
</tr>
<tr>
<td><strong>Command</strong></td>
<td>Item 44, page 23</td>
</tr>
<tr>
<td>Select the best response option.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 28.
DIRECTIONS: Read each item and select the best response.

1. Which educational philosophy is reflected when students participate in a team-building unit?
   A. realism
   B. pragmatism
   C. naturalism
   D. existentialism

2. Which of the following trends during the 1990s contributed LEAST to today's physical education programs?
   A. technological advances
   B. commercialism in professional sports
   C. standards based instruction
   D. publicizing the Surgeon General's report

3. A new physical education teacher discovers that only three soccer balls are available for teaching a soccer unit. The teacher should
   A. use soccer balls and other balls to give many opportunities for practice.
   B. use only soccer balls because that is the game being taught.
   C. divide students into three groups, giving each group a soccer ball.
   D. have students play a game of soccer.

4. An elementary physical education teacher is planning his program for the year. After reviewing the students' prior assessments and the benchmarks and standards, he should
   A. ask the students to select their favorite activity.
   B. choose the activity at which he is the most skilled.
   C. identify goals and objectives according to student needs.
   D. observe students at play and make assessments.

5. A middle school physical education class accessing health-related components of fitness would most appropriately incorporate which of the following interdisciplinary subject concepts?
   A. music: tonal quality
   B. language arts: paragraph composition
   C. mathematics: measurement
   D. social studies: location
6. A primary class is involved in a lesson to improve overhand throwing, and a student with mental retardation is having difficulty with this skill. The most appropriate adaptation for the exceptional student is to
   A. use open-ended tasks and accept all responses.
   B. repeat the instructions and allow the student to throw alone.
   C. repeat the demonstration and use a partner to assist the student.
   D. ask the student to assist the teacher and use reciprocal teaching.

7. In a high school physical education class, what is the best method for assuring maximum participation during skills testing?
   A. Two students at a time are tested on a skill while the class waits and watches those being tested.
   B. Half of the class performs the test while the other half waits and watches those being tested.
   C. The class is tested as a group and then rests for the remainder of the class period.
   D. While the teacher tests two students at a time, the rest of the class participates in a skill activity.

8. To enhance the development of hand-eye coordination skills, the teacher should
   A. provide written instructions about the movements.
   B. allow maximum time for practice along with positive feedback.
   C. observe only those students performing skills correctly.
   D. emphasize only the proper technique with accuracy.

9. After observing students throwing a ball, the teacher determines that 75% of the students are unable to throw the ball 30 yards and they are not using a mature throwing pattern. To develop this skill, the next step is to
   A. conduct lessons that emphasize throwing with varied effort.
   B. go to the next unit and come back when the students are ready.
   C. use games that require throwing for accuracy.
   D. conduct a variety of lessons that emphasize throwing to targets.
10. To evaluate the degree to which gender-specific language is being used in physical education classes, the teacher should
   A. analyze a lesson plan.
   B. survey students.
   C. audiotape a lesson.
   D. record teacher questions.

11. Immediate specific feedback should show relation to
   A. any skill component being practiced at any time.
   B. any skill component presented over several days.
   C. broad skills rather than skill components.
   D. the skill component just presented.

12. A teacher is observing Jimmy, a 1st grader, going through a tunnel in an obstacle course. Which scenario shows an appropriate use of positive feedback?
   A. The teacher reprimands Jimmy for staying in the tunnel.
   B. The teacher tells Jimmy he is moving like a jet.
   C. The teacher instructs Jimmy to crawl through the tunnel a second time.
   D. The teacher tells Jimmy he needs to move faster.

13. Which fundamental skill is the LEAST complex to teach to a class of 6th-grade students?
   A. basketball lay-up
   B. serving a tennis ball
   C. dribbling a basketball
   D. triple jump

14. Which of the following instructional practices would ensure that skill learning takes place?
   A. introducing the skill as early as possible in a game setting
   B. pointing out frequently what needs to be corrected
   C. reinforcing appropriate responses
   D. presenting detailed descriptions of the skill to be learned
15. When a person kicks a soccer ball correctly, which part of the foot contacts the ball?
   A. toe
   B. heel
   C. instep
   D. sole

16. An activity that best reinforces the concept of personal space is
   A. playing a chasing and fleeing game with a group.
   B. shooting a basketball from the foul line.
   C. tossing and catching a ball with a partner.
   D. running on a track for six minutes.

17. Identify the most appropriate progression for lessons preparing 4th-grade students to play a modified game of soccer.
   A. Teach and practice individual skills, combine skills, teach and practice game strategies, and play a modified game.
   B. Play a modified game, practice the weakest individual skills, and combine skills.
   C. Administer a soccer skills test, play a modified game, and practice individual skills.
   D. Teach and practice all of the skills for one week and play a modified game.

18. Which skill relates to the principle of force?
   A. pivoting in basketball
   B. balancing on the hands
   C. performing a static stretch
   D. throwing for distance

19. A beginning diver consistently lands flat on his stomach when trying to execute a forward dive. The most likely cause of this error is
   A. locking the knees.
   B. lifting the head.
   C. standing erect.
   D. keeping the arms low.
20. Which of the following skill-related fitness components does a soccer goalie demonstrate while making repeated saves?
   A. balance, power, and reaction time
   B. cardiovascular endurance, agility, and flexibility
   C. agility, speed, and reaction time
   D. power, speed, and body composition

21. A 16-year-old male student performs 20 sit-ups in 1 minute, runs a mile in 8 minutes, and has 20% body fat. Which analysis of this data is the most logical?
   A. average muscular endurance, average cardiovascular endurance, appropriate level of body fat
   B. low muscular endurance, average cardiovascular endurance, appropriate level of body fat
   C. low muscular endurance, high cardiovascular endurance, appropriate level of body fat
   D. low muscular endurance, average cardiovascular endurance, high level of body fat
22. A 10-year-old boy had the following results on his President's Challenge Physical Activity and Fitness Awards Program.

I. curl ups - 43
II. sit and reach - 31 cm
III. endurance run - 7:47 mile

Presidential Physical Fitness

<table>
<thead>
<tr>
<th>Age</th>
<th>Curl-Ups (# 1 min)</th>
<th>OR Partial Curl-Ups* (#)</th>
<th>Shuttle Run (sec)</th>
<th>V-Sit Reach (in)</th>
<th>OR Sit And Reach (cm)</th>
<th>1 Mile Endurance Run (min:sec)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys 10</td>
<td>45</td>
<td>35</td>
<td>10.3</td>
<td>+4.0</td>
<td>30</td>
<td>7:57</td>
</tr>
<tr>
<td>11</td>
<td>47</td>
<td>43</td>
<td>10.0</td>
<td>+4.0</td>
<td>31</td>
<td>7:32</td>
</tr>
<tr>
<td>12</td>
<td>50</td>
<td>64</td>
<td>9.8</td>
<td>+4.0</td>
<td>31</td>
<td>7:11</td>
</tr>
<tr>
<td>13</td>
<td>53</td>
<td>59</td>
<td>9.5</td>
<td>+3.5</td>
<td>33</td>
<td>6:50</td>
</tr>
</tbody>
</table>

National Physical Fitness

<table>
<thead>
<tr>
<th>Age</th>
<th>Curl-Ups (# 1 min)</th>
<th>OR Partial Curl-Ups* (#)</th>
<th>Shuttle Run (sec)</th>
<th>V-Sit Reach (in)</th>
<th>OR Sit And Reach (cm)</th>
<th>1 Mile Endurance Run (min:sec)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys 10</td>
<td>35</td>
<td>24</td>
<td>11.5</td>
<td>+1.0</td>
<td>25</td>
<td>9:48</td>
</tr>
<tr>
<td>11</td>
<td>37</td>
<td>26</td>
<td>11.1</td>
<td>+1.0</td>
<td>25</td>
<td>9:20</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>32</td>
<td>10.6</td>
<td>+1.0</td>
<td>26</td>
<td>8:40</td>
</tr>
<tr>
<td>13</td>
<td>42</td>
<td>39</td>
<td>10.2</td>
<td>+0.5</td>
<td>26</td>
<td>8:06</td>
</tr>
</tbody>
</table>

Which levels did he attain?
A. I. Presidential; II. not attained; III. National
B. I. National; II. Presidential; III. Presidential
C. I. not attained; II. National; III. Presidential
D. I. Presidential; II. National; III. Presidential
23. A student's personal fitness program includes jogging 3 days a week for 30-45 minutes, lifting weights 3 days a week, and performing appropriate stretching exercises during warm up and cool down for both jogging and weight lifting.

This fitness program emphasizes which set of health-related components?
A. cardiovascular endurance, muscular strength and endurance, body composition
B. cardiovascular endurance, muscular strength and endurance, flexibility
C. muscular strength and endurance, flexibility, body composition
D. cardiovascular endurance, flexibility, body composition

24. Which nutrient promotes cell growth for basic body development?
A. protein
B. carbohydrate
C. mineral
D. fat

25. The model "5-plus" a day refers to which food group?
A. fruits and vegetables
B. grains
C. dairy products
D. fats and oils

26. Which health risk factor is NOT affected by engaging in physical activity?
A. sedentary lifestyle
B. heredity
C. obesity
D. blood cholesterol level

27. A student has just moved to Florida from Minnesota where she had been running in a cool, dry climate. She has found it difficult to maintain her training patterns in Florida's hot, humid air. How should she alter her overloading training techniques?
A. Decrease time, increase frequency, and decrease intensity.
B. Increase time, increase frequency, and decrease intensity.
C. Decrease time, decrease frequency, and increase intensity.
D. Decrease time, decrease frequency, and decrease intensity.
28. Which set of exercises emphasizes the development of strength in the arms?
   A. front curls, two-arm presses, tricep extensions
   B. front curls, bench presses, shoulder shrugs
   C. front curls, flies, shoulder shrugs
   D. front curls, two-arm presses, flies

29. An exercise plan used to improve cardiovascular and/or muscular fitness would include
   A. maintaining frequency, time, and weight.
   B. increasing frequency and decreasing intensity.
   C. increasing frequency, intensity, and time.
   D. maintaining weight and increasing time.

30. A physical education program designed to enhance lifelong physical activity should include all of the following EXCEPT
   A. elimination games.
   B. individual sports.
   C. health-related fitness.
   D. dance activities.

31. To arrange a C.P.R (cardiopulmonary-resuscitation) certification class for students, a teacher should contact
   A. the American Nursing Association.
   B. a local fitness club.
   C. an area Boys & Girls Club.
   D. the American Heart Association.

32. Ethnic dances uniquely provide students an opportunity to
   A. develop flexibility and coordination.
   B. be grouped co-educationally.
   C. apply teamwork principles.
   D. discuss differences and similarities of culture.
33. A lesson in which all students use adaptive equipment is an example of
   A. grouping by ability.
   B. assessing skills.
   C. developing skills.
   D. accommodating diversity.

34. A teacher wants to assess changes over a semester in students’ attitudes about physical activity. Which of the following is the best method to use?
   A. skill check-off sheet
   B. student journal
   C. achievement test
   D. fitness rating scale

35. Which assessment technique is most appropriate for evaluating student performance in the cognitive domain?
   A. sociometric test
   B. skills checklist
   C. rating sheet
   D. written assignment

36. Which assessment technique is most appropriate for evaluating the throwing form achieved by students?
   A. skill performance rubric
   B. written test
   C. interest survey
   D. sociometric test

37. Carroll, a 10-year-old, performs a number of curl-ups equal to the 65th percentile on a national health-related physical fitness test for students of the same age and gender. What is the most accurate interpretation of this score?
   A. Of the other students tested, 35% have less abdominal strength than Carroll.
   B. Carroll's score is better than the score of 35% of the others in the sample.
   C. Carroll's score is equal to or higher than the score of 65% of the rest of the sample.
   D. The raw score on the curl-up test Carroll took is based on normative data.
38. A physical education teacher is assessing the physical fitness level of middle school students. Several students have a physical impairment that will limit them in one or two areas. Select the method that is acceptable for assessing the fitness level of students with physical impairments.

A. Have the students with physical impairments perform separately after the rest of the class and use only a pass/fail score.
B. Use the same tests for all students but adapt them to the limitations of the students with physical impairments.
C. Separate the students with physical impairments, telling them to do the best they can and to rest when necessary.
D. Expect all students, including those with physical impairments, to perform the tests equally.

39. Which piece of free-weight equipment is most important for safety?

A. weight plates
B. plastic grips
C. rubber cushions
D. bar collars

40. In a golf class, students work in pairs with one partner (X) designated to swing and the other student (O) to observe. Which formation should the teacher use to ensure safety?

A. ↑ ↑ ↑ ↑
   XO XO XO XO

B. ↑ ↑ XO XO ↓ ↓
   XO XO

C. ↑ ↑ ↑ ↑
   XO XO XO XO

D. ↑ ↑ ↑ ↑
   X X X X

   O O O O
41. *Circling the perimeter, back to the wall, and being in proximity* are examples of
   A. feedback.
   B. active learning time.
   C. on-task behavior.
   D. observational methods.

42. The best way to prevent pulled muscles during running events is to warm up prior to the event by
   A. stretching, then jogging slowly.
   B. jogging slowly, then stretching.
   C. sprinting, then stretching.
   D. overall body flexibility stretching.

43. Which course is mandated by the Florida State Legislature for all Florida high school students for graduation?
   A. Personal Fitness
   B. Fitness Lifestyle Design
   C. Individual Sports I
   D. Team Sports I

44. Identify the legal term for an object that results in a physical injury that should have been foreseen.
   A. tort
   B. comparative negligence
   C. attractive nuisance
   D. nonfeasance

45. An injury in physical education due to matching students of unequal size or ability is classified as improper
   A. use of equipment.
   B. instruction.
   C. use of space.
   D. grouping.
46. During a rally, a tennis player finds her opponent at the far right side of the backhand court and hits a ball cross court to the left. Hitting to an open space is an example of
   A. game strategy.
   B. motor skill development.
   C. cardiovascular fitness.
   D. skill assessment.

47. Which professional association developed the national standards for physical education?
   A. COPEC
   B. NASPE
   C. MSSPEC
   D. AAALF

48. Identify the journal that provides the most practical assistance primarily for the elementary physical education teacher.
   A. JOPERD
   B. Strategies
   C. TEPE
   D. The Physical Educator

49. Which of the following would be the most effective technique to ensure a majority of parents understand the contributions physical education makes to the total school curriculum?
   A. video presentation at a parent-teacher meeting
   B. parental visit to a physical education class
   C. demonstration in a local mall featuring various physical education activities
   D. monthly school newsletter with a physical education column

50. A physical education teacher would like to find new fitness activities developed by other teachers. Which resource would quickly provide the most current information?
   A. subject area textbook
   B. professional research journal
   C. electronic mail discussion group
   D. newsletter from a professional organization
51. Which instrument would be best to use in teaching cardiovascular fitness?
   A. digital watch
   B. heart-rate monitor
   C. handheld computer
   D. spirometer

52. A component essential to virtually all curriculum models is
   A. student assessment.
   B. individualized instruction.
   C. peer tutoring.
   D. parental involvement.

53. Which of the following is NOT an example of a common curriculum model?
   A. the developmental model
   B. the kinesiological model
   C. the movement education model
   D. the command approach model

54. Which of the following would be the most appropriate source for designing and developing an effective physical education curriculum?
   A. fitness magazines
   B. FAHPERD convention
   C. Sunshine State Standards
   D. a county recreation department

55. Which locomotor pattern is demonstrated in the follow-through when kicking a soccer ball into a goal?
   A. jumping
   B. hopping
   C. leaping
   D. running
56. Which fundamental skill is a nonlocomotor movement?
   A. kicking a stationary ball in soccer
   B. assuming an offensive stance in football
   C. catching a slow moving ball in baseball
   D. performing a leaping sequence in dance

57. For a student having difficulty balancing on different body parts, the most appropriate application of the principle of equilibrium is to
   A. encourage the student to increase the base of support.
   B. ask another student to spot the student.
   C. ask another student to demonstrate correct balance.
   D. encourage the student to decrease the base of support.

58. A student attempting to catch a fly ball with a softball glove consistently misses the ball. Choose the best set of prompts for assisting the student in achieving a successful outcome.
   A. "Keep your feet moving; while running to the ball, get your glove up; after catching the ball, cover it with the other hand."
   B. "Keep your eye on the ball; wait until you know where the ball is going; run to the spot where the ball is going and catch it."
   C. "Keep your glove up; run for the ball; shade your eyes; catch the ball while you are running."
   D. "Keep your eye on the ball; position your body under the ball; watch the ball enter your glove; cover the ball with your other hand."

59. A student received a very low grade on a test she thought she had passed. She believed the teacher marked several answers wrong that were right. After class, the student aggressively confronted the teacher. The student and the teacher were angry and did not resolve the questions about the test. How should the teacher direct the student to react in the least stressful manner?
   A. Look up the answers, approach the teacher, and then participate in appropriate physical activity for 30 minutes.
   B. Participate in appropriate physical activity for 30 minutes, look up the answers, and then approach the teacher.
   C. Look up the answers, participate in appropriate physical activity for 30 minutes, and then approach the teacher.
   D. Complain to the principal, look up the answers, and then participate in appropriate physical activity for 30 minutes.
60. In a volleyball game, two opposing players contact the net at the same time. The correct ruling is a
   A. replay.
   B. sideout.
   C. point.
   D. penalty point.

61. Which instrument is the most accurate for measuring body composition?
   A. balanced scale
   B. dynamometer
   C. skinfold caliper
   D. tape measure
## Answer Key

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B</td>
<td>22. B</td>
<td>42. B</td>
<td></td>
</tr>
<tr>
<td>2. B</td>
<td>23. B</td>
<td>43. A</td>
<td></td>
</tr>
<tr>
<td>5. C</td>
<td>26. B</td>
<td>46. A</td>
<td></td>
</tr>
<tr>
<td>6. C</td>
<td>27. A</td>
<td>47. B</td>
<td></td>
</tr>
<tr>
<td>11. D</td>
<td>32. D</td>
<td>52. A</td>
<td></td>
</tr>
<tr>
<td>13. C</td>
<td>34. B</td>
<td>54. C</td>
<td></td>
</tr>
<tr>
<td>16. A</td>
<td>37. C</td>
<td>57. A</td>
<td></td>
</tr>
<tr>
<td>17. A</td>
<td>38. B</td>
<td>58. D</td>
<td></td>
</tr>
<tr>
<td>20. C</td>
<td>41. D</td>
<td>61. C</td>
<td></td>
</tr>
<tr>
<td>21. D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
  - Picture identification
  - Watch
  - Money for lunch and change for vending machines
- 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.
  - Check periodically to be sure that you are correctly coding your answers on the answer sheet. When you answer a question out of sequence, be certain that the number of the circle you mark on your answer sheet corresponds to the proper question number in the test booklet.
  - 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.
  - Be certain to mark your answers clearly on the answer sheet. If you change an answer, erase the first pencil mark completely. Also make sure there are no stray marks on the answer sheet.
  - 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.
Additional Information

Write to the following address to request an FTCE registration bulletin. You may also request information on test administration, retakes, and score reports, or offer comments about this test preparation guide.

FTCE Inquiries
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Write to the address below for an order form and price list if you wish to order additional copies of this test preparation guide or guides for other subject areas, the Professional Education Test, the General Knowledge Test, or the Florida Educational Leadership Examination.

Test Preparation Guides / USF
The Institute for Instructional Research and Practice
HMS 401
4202 Fowler Avenue
Tampa, Florida 33620-8360

Refer to the following Web site for additional FTCE information including upcoming test dates, test registration, pass/fail status, and score reports.
www.cefe.usf.edu