

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Physical Education EC–12 (158)



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About The Test

Test Name	Physical Education EC–12
Test Code	158
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Physical Education EC–12 (158) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Physical Education EC–12 test framework, and range from grades EC through 12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Movement Skills and Knowledge	38%	Physical Education EC–12 I, III
II.	Health-Related Physical Fitness	31%	Physical Education EC–12 II
III.	The Physical Education Program	31%	Physical Education EC–12 III, IV–X

The Standards

Physical Education EC–12 Standard I

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Physical Education EC–12 Standard II

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Physical Education EC–12 Standard III

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

Physical Education EC–12 Standard IV

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.

Physical Education EC–12 Standard V

The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Physical Education EC–12 Standard VI

The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

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Physical Education EC–12 Standard VII

The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts.

Physical Education EC–12 Standard VIII

The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Physical Education EC–12 Standard IX

The physical education teacher collaborates with colleagues, parents/caregivers and community agencies to support students' growth and well-being.

Physical Education EC–12 Standard X

The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid and risk management.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Movement Skills and Knowledge

Competency 001: *The teacher understands and applies principles of motor development and motor learning.*

The beginning teacher:

- A. Demonstrates knowledge of principles and stages of motor development.
- B. Knows motor learning principles, processes and concepts (e.g., positive transfer of learning, practice, feedback, observational learning) and uses this knowledge to promote students' acquisition and refinement of motor skills.
- C. Demonstrates knowledge of principles and components of perceptual-motor development (e.g., body awareness; auditory, visual and kinesthetic discrimination) and their relationship to motor performance.
- D. Analyzes the impact of various factors (e.g., social, emotional, environmental, health) on motor development and relates developmental changes to motor performance.
- E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.

Competency 002: *The teacher understands principles and practices for developing, combining and integrating motor skills.*

The beginning teacher:

- A. Recognizes characteristics and elements of locomotor, nonlocomotor, body control, manipulative and rhythmic skills.
- B. Demonstrates knowledge of characteristics and elements of manipulative skills (e.g., kick, strike, dribble) and mature motor patterns (e.g., throw, jump).

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- C. Demonstrates knowledge of activities, strategies, safety practices and equipment for promoting students' development of locomotor, nonlocomotor, body control, manipulative and rhythmic skills (e.g., animal walks, partner activities, chase and flee games).
 - D. Knows how to select and use developmentally appropriate techniques and activities to promote students' integration and refinement of locomotor, nonlocomotor, body control, manipulative and rhythmic skills.
 - E. Recognizes and analyzes key elements in combinations of motor skills, demonstrations of agility and balance and dance steps and sequences (e.g., pivot and throw; movement sequences that combine traveling, rolling, balancing and weight transfer).
 - F. Demonstrates knowledge of techniques and activities for refining and improving motor skills in games, sports and dance activities and for adjusting movements, techniques and tactics based on feedback and critical evaluation (e.g., kinesthetic feedback, verbal cues, videotaped analysis).

Competency 003: *The teacher understands and applies knowledge of movement concepts and biomechanical principles.*

The beginning teacher:

- A. Applies knowledge of movement concepts related to time, space, direction, level, force and flow and kinesthetic awareness concepts such as direction (e.g., backward, forward, changes in direction) and relationships to objects (e.g., over, under, behind, through).
- B. Relates biomechanical principles (e.g., center of gravity, inertia, stability, balance, force projection and absorption, buoyancy, acceleration) to various movement activities.
- C. Identifies techniques and activities for promoting students' understanding and application of movement concepts and biomechanical principles (e.g., moving in pathways or at different levels, adjusting throw using principles of rotation and force application).
- D. Knows how to use movement concepts and biomechanical principles to analyze movement skills, promote the acquisition and refinement of specific movements and sports skills, improve body mechanics for safe and efficient movement and appreciate the aesthetics of creative and skilled movement.
- E. Recognizes and analyzes similar movement concepts and elements in various movement patterns and sports skills.

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Competency 004: *The teacher understands and applies knowledge of individual, dual and team sports and activities.*

The beginning teacher:

- A. Demonstrates knowledge of techniques, skills progressions, conditioning programs, rules, safety practices, offensive and defensive strategies and types and uses of equipment for individual, dual and team sports and activities (e.g., golf, archery, combatives, racquet activities, volleyball, basketball, softball, soccer, flag football, speed-away, disc sports, team handball, field hockey).
- B. Analyzes the importance of rules, discipline, etiquette, teamwork and appropriate participant and spectator behavior in individual, dual and team sports and activities.
- C. Knows key elements of successful performance in individual, dual and team sports and activities and strategies for improving students' performance, teamwork and skill combinations.
- D. Applies knowledge of principles and techniques for selecting, adapting and modifying sports activities to improve performance, promote the use of combinations of motor skills and provide practice in specific sports skills in gamelike situations.

Competency 005: *The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.*

The beginning teacher:

- A. Demonstrates knowledge of techniques, sequences, skills, steps, conditioning programs, safety practices and types and uses of equipment for creative movement, dance and personal performance activities (e.g., folk, square, ethnic, jazz, modern, social and aerobic dance; circus arts).
- B. Demonstrates knowledge of strategies, techniques, skills progressions, conditioning programs and types and uses of equipment for recreational activities and outdoor pursuits (e.g., walking, jogging, aquatics, bowling, cycling, inline skating, orienteering, hiking).
- C. Analyzes the importance of rules, discipline, cooperation, etiquette and safety practices in personal performance and other activities.

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- D. Applies knowledge of issues and procedures (e.g., supervision; transitions; logistics related to the use of facilities, outdoor spaces, materials, staff and technology) involved in engaging students in personal performance activities, fitness and outdoor activities and nontraditional and cooperative games.
 - E. Applies knowledge of principles and procedures for selecting, adapting and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation and exceptional needs.

Domain II – Health-Related Physical Fitness

Competency 006: *The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.*

The beginning teacher:

- A. Demonstrates knowledge of the principles and benefits of a physically active lifestyle and ways to provide students with learning opportunities that promote participation in and enjoyment of physical activities.
- B. Demonstrates knowledge of the structures, functions, components and actions of major body systems and how various body systems produce movement, adapt to physical activity and contribute to fitness.
- C. Analyzes the physiological effects of moderate and vigorous physical activity during and after exercise and knows the risks associated with inactivity and the health benefits of regular participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).
- D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.
- E. Demonstrates an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
- F. Analyzes individual variation in levels of health and fitness and knows principles and techniques for designing, implementing and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals).
- G. Knows how to promote students' ability to assess their own fitness levels, interests and skill levels in order to encourage participation in lifelong physical activity.

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Competency 007: *The teacher understands principles and activities for developing and maintaining cardiovascular endurance.*

The beginning teacher:

- A. Demonstrates knowledge of principles, skills, exercises and physiological processes involved in aerobic conditioning.
- B. Evaluates and selects appropriate cardiovascular endurance activities for various developmental levels and purposes.
- C. Demonstrates knowledge of techniques for monitoring intensity, duration and endurance levels during aerobic activities (e.g., perceived exertion, heart rate monitor).
- D. Applies knowledge of techniques for student self-assessment of cardio-respiratory health and fitness (e.g., frequent monitoring of pulse rate to reach and maintain target heart rate for an appropriate amount of time).
- E. Analyzes potential health risks involved in cardiovascular endurance training (e.g., effects of environmental conditions on circulatory and respiratory systems) and knows risk reduction techniques.
- F. Applies knowledge of anatomy, kinesiology and physiological principles to design, adapt and modify activities that promote cardiovascular endurance.

Competency 008: *The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.*

The beginning teacher:

- A. Demonstrates knowledge of principles, skills, exercises and proper form for promoting strength and endurance of the muscles of the abdomen, lower back, upper body, trunk and legs.
- B. Demonstrates knowledge of principles, skills, exercises and proper form for promoting good posture and flexibility of major joints and areas of the body (e.g., hip, lower back, shoulder, neck, ankle, knee, trunk).
- C. Demonstrates knowledge of procedures for evaluating muscular strength and endurance and flexibility.
- D. Applies knowledge of anatomy, kinesiology and physiological principles to design, adapt, modify, evaluate and select appropriate activities for improving muscular strength and endurance (e.g., body support activities, free weights, jumping rope), flexibility and posture.
- E. Applies knowledge of principles, safety practices and equipment for progressive-resistance exercise (e.g., partner-resistance exercises, weight training, circuit training).

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- F. Knows how to determine appropriate intensity, duration and frequency of training.
 - G. Evaluates the safety and effectiveness of various exercises and types of training for promoting muscular strength and endurance, flexibility and good posture, including contraindicated exercises and body positions.

Competency 009: *The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.*

The beginning teacher:

- A. Demonstrates knowledge of basic principles of nutrition and weight management and ways in which diet and exercise patterns affect physical performance and personal health and well-being.
- B. Knows principles and techniques for evaluating body composition and identifies appropriate activities and strategies for developing and maintaining a healthy body composition.
- C. Analyzes the effects of various factors (e.g., rest, nutrition, tobacco use, alcohol use, heredity) on physical performance and on health and demonstrates knowledge of techniques and principles for evaluating personal health-risk factors.
- D. Applies knowledge of positive health behaviors and strategies for promoting students' understanding of relationships between behavior choices and personal health.
- E. Knows the effects of stress on the body, techniques for managing stress and the physiological and psychological benefits of stress management.
- F. Demonstrates knowledge of common student misconceptions and faulty practices related to physical activity, health, exercise and diet and knows how to educate students about these misconceptions and faulty practices.
- G. Knows how to evaluate information related to health and fitness products, programs, facilities and services (e.g., fitness and sports equipment, weight control products and programs, fitness facilities).

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Domain III – The Physical Education Program

Competency 010: *The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.*

The beginning teacher:

- A. Demonstrates knowledge of how students differ in their approaches to learning and physical performance and uses this knowledge to provide equitable and appropriate instruction that draws upon student strengths as a basis for growth.
- B. Knows how to design and implement instruction that is based on the Texas Essential Knowledge and Skills (TEKS) for physical education and that is safe, achieves goals and ensures student progress, motivation and safety.
- C. Knows how to use a variety of instructional models, strategies, materials and technologies to address specific purposes, objectives, learning needs and program goals.
- D. Applies knowledge of contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate for students' developmental characteristics and needs.
- E. Knows how to create, modify and adapt physical education activities, games, rules, equipment and settings to ensure that all students have an equal opportunity to participate, learn, be successful and enjoy physical activity.
- F. Knows how to provide appropriate verbal and nonverbal teaching cues and positive feedback to students in physical education settings and how to communicate to students the importance of physical activity, health and fitness.
- G. Demonstrates an understanding of the characteristics, advantages, limitations and applications of assessment methods used in physical education (e.g., observational checklist, performance assessment, physical fitness test, journal, peer coaching) and knows how to select, construct, adapt and implement assessments for various purposes.
- H. Knows how to use available technology to analyze student progress, fitness and performance.
- I. Applies skills for interpreting student performance and fitness data and skills for using data to analyze progress, provide feedback about strengths and areas of need and recommend prescriptive exercise.

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Competency 011: *The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).*

The beginning teacher:

- A. Analyzes ways in which developmental and other factors (e.g., peers; media messages; cultural background; community settings; family circumstances; expectations related to gender, body image and skill level) influence student attitudes toward and engagement in physical activity.
- B. Demonstrates knowledge of strategies for motivating and encouraging students to participate in lifelong physical activity and for helping students become self-motivated.
- C. Identifies principles, benefits and limitations of various classroom management approaches in physical activity settings and knows techniques for organizing, allocating, scheduling and managing resources in the physical education environment to provide active and equitable learning experiences.
- D. Demonstrates knowledge of strategies for creating a positive climate for individual and group activities and for organizing and managing heterogeneous physical education classes in ways that promote positive interactions and active engagement in learning by all students.
- E. Analyzes how participation in physical education activities (e.g., games, dance, outdoor pursuits, sports) can promote students' development of positive personal traits and abilities (e.g., confidence, fairness, respect for diversity, conflict management).
- F. Analyzes how participation in physical education activities (e.g., games, dance, outdoor pursuits, sports) can promote students' development of positive social behaviors and traits (e.g., turn taking, treating opponents with respect, teamwork, leadership, loyalty).
- G. Applies knowledge of methods for promoting students' development of self-management skills in relation to physical activity and health-related lifestyle decisions (e.g., self-assessment; self-monitoring; responsibility; self-control; perseverance; the ability to manage success, failure and challenge).
- H. Demonstrates knowledge of principles and techniques for promoting students' goal-setting, analysis, problem-solving and decision-making skills in physical education contexts.

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Competency 012: *The teacher understands the structure, organization, goals and purposes of physical education programs.*

The beginning teacher:

- A. Demonstrates knowledge of the structure, organization, goals and purposes of physical education programs.
- B. Analyzes philosophies, trends and issues in physical education and their effects on the goals, scope and components of physical education programs.
- C. Demonstrates knowledge of characteristics of an effective physical education program and important state and national initiatives that influence physical education content and practices.
- D. Applies knowledge of principles and techniques for evaluating the effectiveness of the physical education program and for adapting and modifying practices and programs based on reflection, assessment data, observation of students and program evaluation results.
- E. Demonstrates knowledge of strategies for advocating for physical education and for identifying and publicizing opportunities and resources for physical activity in the school and community (e.g., after-school programs, recreation departments, parks, pools, health clubs).
- F. Understands relationships between physical education and other subject areas and knows strategies for integrating physical education concepts across the curriculum.

Competency 013: *The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.*

The beginning teacher:

- A. Applies knowledge of legal and ethical issues and responsibilities relevant to physical education (e.g., confidentiality, supervision, standard of care, professional liability, negligence).
- B. Demonstrates knowledge of state and federal laws and guidelines regarding student rights and teacher responsibilities in physical education contexts (e.g., in relation to gender equity, inclusion and privacy).
- C. Demonstrates an understanding of the development and use of safety rules, risk-management plans, emergency plans and injury reports.
- D. Demonstrates knowledge of inherent risks, physical and environmental dangers (e.g., heat, wind), potential safety hazards and potential liabilities associated with participation in physical activities and techniques for informing students, families and staff of potential risks.

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- E. Demonstrates an understanding of methods for minimizing risk and liability (e.g., routine inspections of facilities and equipment) and for ensuring the safety of participants in games, sports and other physical activities (e.g., matching participants according to characteristics such as age, maturity, physical size, skill and experience).
 - F. Demonstrates knowledge of injury prevention techniques and of first aid, cardiopulmonary resuscitation (CPR) and emergency procedures.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Physical Education EC–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Physical Education EC–12 teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one or more of four answer options. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The Physical Education EC–12 test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of Physical Education EC–12 Competency 001: *The teacher understands and applies principles of motor development and motor learning.*

Example

The first step in using motor task analysis to evaluate a student’s competency in a particular movement skill is to identify the

- A. muscles, joints and ligaments that are involved in performing the movement.
- B. key elements and sequential steps in the movement skill that are necessary to perform the skill proficiently.
- C. average age at which students can be expected to perform the movement skill proficiently.
- D. ways in which the movement skill is used in real-life physical activities such as sports, games or fitness activities.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this item, motor task analysis will be used to help evaluate a student’s competence in performing a particular movement skill. Think about the steps used in analyzing a motor task. Now look at the response options and consider which of them describes the most appropriate first step to take when using motor task analysis to evaluate a student’s competence in performing a movement skill, such as catching, throwing or kicking.

Option A suggests that the first step should be to identify the muscles, joints and ligaments that are involved in performing the movement skill. While it may be helpful at some point to know this information, obtaining it would not be the first step in a motor task analysis. Before identifying the relevant muscles, joints and ligaments involved in performing a particular skill, it is necessary to break the skill down into its component parts by identifying the key elements and sequential steps needed to perform the skill. Therefore, option A would not be the most appropriate first step in a motor task analysis.

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Option B suggests that the first step should be to identify the key elements and sequential steps in the movement skill that are necessary to perform the skill proficiently. In any analysis of movement skill, defining the skill by breaking it down into its component parts is a necessary first step. After the key elements and sequential steps that make up the skill are identified, student performance of the skill can be broken down and compared to this standard, and biomechanical requirements related to form and technique can be considered in evaluating individual student competence. Therefore, option B would be an appropriate first step in a motor task analysis.

Option C suggests that the first step should be to identify the average age at which students can be expected to perform the skill proficiently. However, knowing the average age at which students can be expected to perform the skill does not necessarily allow the teacher to evaluate a particular student's competence. While there are physical and motor development milestones associated with particular ages, individuals progress at different rates and may acquire movement skills at various ages or developmental levels. Also, factors such as previous experience with similar movement activities and individual fitness variables may affect a student's competence in performing a particular movement skill. Therefore, option C would not be the most appropriate first step in a motor task analysis.

Option D suggests that the first step should be to identify the ways in which the movement skill is used in real-life physical activities such as sports, games or fitness activities. Establishing the relevance of a movement skill to particular sports or a skill's application to games or fitness activities is valuable, but it is not particularly relevant for evaluating an individual student's competence in demonstrating a particular movement skill. Therefore, option D would not be the most appropriate first step in a motor task analysis.

Of the alternatives offered, only identifying the key elements and sequential steps in the movement skill that are necessary to perform the skill proficiently would be an appropriate first step in using motor task analysis to evaluate a student's competence in performing a particular movement skill. Therefore, **the correct response is option B.**

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Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

Example 1

Read the description below of a situation between a physical education teacher and students’ parents; then answer the three questions that follow.

Several parents have approached the elementary physical education teacher with concerns about the gross motor skill development of their kindergarten-age children. The teacher tells the parents that specific assessment information regarding their child’s gross motor skills will be presented in the child’s

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upcoming report card. The teacher agrees to integrate the parents' suggestions for improving gross motor skills into classes and has also researched new ways of motivating students to engage in physical activity.

Now you are prepared to respond to the first of three questions associated with this stimulus. The first question tests knowledge of Physical Education EC–12 Competency 010: *The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.*

1. The physical education teacher develops an observational checklist of students' gross motor skills to use when presenting students' assessment data to their parents. Which of the following will best ensure the teacher uses the assessment data effectively?
 - A. Having the students individually demonstrate their achievement level during the same activity
 - B. Providing students several opportunities to perform the motor skills to specific learning expectations
 - C. Offering immediate feedback to students, with detailed information regarding their abilities
 - D. Allowing the students to individually showcase their movement capabilities for evaluation

Suggested Approach

Option A suggests that a teacher should use only one activity for students to demonstrate their motor skill achievements. Students, especially young students, need more than one opportunity to demonstrate their abilities. Therefore, option A would not be the most effective way for a teacher to use assessment data.

Option B suggest that students should be given several opportunities to meet specific learning expectations in an effective assessment of their gross motor skills. Therefore, option B is the most effective way for a teacher to use assessment data.

Option C suggests that a teacher should provide immediate feedback to the student regarding detailed information about the students learning abilities. While this is a good practice for students who are developing skills, it does not relate to effectively implementing the assessment. Therefore, option C would not be the most effective way for a teacher to use assessment data.

Option D suggests that students are singled out and asked to perform one at a time in front of the teacher and their peers. Evaluating students one at a time during class, takes too much time. In addition, some students will not perform up to their normal abilities when all of the pressure or attention is on them. Therefore, option D would not be the most effective way for a teacher to use assessment data.

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Of the alternatives offered, only providing students with several opportunities to perform a newly learned motor skill with specific learning expectations in mind will best ensure that the teacher uses assessment data effectively. The teacher can then provide parents with an accurate assessment of their child’s motor skill progression. Therefore, **the correct response is option B.**

Now you are ready to answer the next question. The second question measures Physical Education EC–12 Competency 001: *The teacher understands and applies principles of motor development and motor learning.*

2. To best help students develop gross motor skills, which of the following suggestions should the physical education teacher make to parents?
 - A. Allow time for their children to develop these abilities as they mature
 - B. Create projects with their children, using a variety of materials
 - C. Provide their children appropriate environments for active play
 - D. Register their children to participate on an organized sports team

Suggested Approach

Option A suggests that a parent should wait until a child reaches a mature age before helping their child to develop gross motor skills. Waiting is not a suggestion to improve the skill, and could potentially make it more difficult for the student to learn. Therefore, option A would not be the best suggestion to help students develop gross motor skills.

Option B suggests that a parent should create different projects for their child using various different materials. These kind of projects are more directly related to fine motor development, not gross motor skills. Therefore, option B would not be the best suggestion to help students develop gross motor skills.

Option C suggests that a parent should encourage active play and provide their child with an appropriate environment to do so. Play is the most natural and effective way for children to develop these skills. Due to urbanization, having an appropriate environment to develop play has become a concern. Therefore, option C would be the best suggestion to help students develop gross motor skills.

Option D suggests that a parent should register and pay for their child to participate in an organized sports team. Although organized sports can help children grow in many ways, parents should consider a child’s personality and developmental level to help ensure that being involved in organized sports is a positive experience for everyone involved. Therefore, option D would not be the best suggestion to help students develop gross motor skills.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Of the alternatives offered, only by suggesting parents provide their children with an appropriate environment for active play will the physical education teacher help to develop students' gross motor skills. A safe and appropriate environment in active play is one of the first steps in gross motor skill acquisition. **The correct response is option C.**

Now you are ready to answer the next question. The third question measures Physical Education EC–12 Competency 011: *The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).*

3. Which of the following recommendations can the teacher make to parents to best promote a positive attitude toward physical fitness at home?
- A. Encourage children to complete physical education homework independently
 - B. Persuade children to practice physical skills beyond their current abilities
 - C. Provide motivation by encouraging competition among family members
 - D. Plan physical activities that are appropriate for the whole family

Suggested Approach

Option A suggests that a teacher should recommend that parents encourage their children to complete physical education homework on their own. This takes parental support out of the equation, and support is vital to continued motivation for students, especially at the Kindergarten level. In addition, physical education is a social discipline which may require the help of another person. Therefore, option A would not be the most appropriate recommendation to promote positive attitudes toward physical fitness at home.

Option B suggests that a teacher should recommend that parents persuade their children to practice physical skills beyond their current abilities. Children gain confidence from performing skills they are capable of, not any that are beyond their abilities. Therefore, option B would not be the most appropriate recommendation to promote positive attitudes toward physical fitness at home.

Option C suggests a teacher should recommend that parents provide their children with opportunities to compete against family members to motivate physical fitness. Although competition can be motivating for some students who are of the same age and have similar skill sets, it is not encouraged in a Kindergarten physical education setting nor should it be encouraged at home. Therefore, option C would not be the most appropriate recommendation to promote positive attitudes toward physical fitness at home.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option D suggests that a teacher should recommend that parents plan physical activities that are appropriate and enjoyable for the whole family. Positive parent role models and attitudes lead to positive student attitudes towards participation in physical activity. Therefore, option D would be the most appropriate recommendation to promote positive attitudes towards physical fitness at home.

Of the alternatives offered, only by suggesting that parents plan a variety of safe and appropriate activities that are enjoyable to the whole family can a parent help to promote and instill positive attitudes toward physical education at home that students can take with them to school and beyond. **The correct response is option D.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

1. Milestones of refined finger control can be expected at which of the following ages?
 - A. 4 years old
 - B. 8 years old
 - C. 12 years old
 - D. 16 years old

Answer and Rationale

COMPETENCY 001

2. The relationship between personal-social skills and physical education is most accurately described by which of the following statements?
 - A. Personal-social skills should be addressed in the physical education class through direct instruction.
 - B. The physical education class reinforces the personal-social skills learned at home.
 - C. In the physical education class, personal-social skills are typically addressed after fitness and motor skills are developed.
 - D. Personal-social skills typically develop concurrently with fitness and motor skills, given a physical education class with the proper environment.

Answer and Rationale

COMPETENCY 001

3. Which of the following terms best explains why a young student has greater control of his or her upper torso than of his or her legs and feet?
 - A. Component stages
 - B. Proximodistal development
 - C. Developmental biodynamics
 - D. Cephalocaudal development

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

4. Delayed-onset muscle soreness (DOMS) is typically associated with which of the following types of muscle contractions?
- A. Isometric
 - B. Concentric
 - C. Eccentric
 - D. Co-contraction

Answer and Rationale

COMPETENCY 002

5. Which of the following forms of movement most clearly demonstrates basic skill in nonlocomotor body management?
- A. Hopping up and down
 - B. Standing on a balance beam
 - C. Leaping with variation in distance
 - D. Throwing an object various distances

Answer and Rationale

COMPETENCY 002

6. Which of the following activities is considered an open skill?
- A. Bowling
 - B. Putting a golf ball
 - C. Batting in a softball game
 - D. Shooting a basketball free throw

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

7. In the assessment of running form, which of the following should be the same for long-distance running and sprinting?
- A. The amount of arm swing
 - B. The amount of upper-body lean
 - C. The part of the foot used to push off
 - D. The degree of foreleg extension

Answer and Rationale

COMPETENCY 002

8. In swimming, which of the following sequences is correct for the breaststroke?
- A. Pull, kick, inhale, glide
 - B. Pull, inhale, kick, glide
 - C. Glide, pull, inhale, kick
 - D. Kick, glide, inhale, pull

Answer and Rationale

COMPETENCY 003

9. A first-grade teacher is having students march to the sound of a drumbeat. Which of the following instructions is most appropriate for teaching the movement concepts of spatial awareness and relationship awareness?
- A. Follow the person in front of you but keep a comfortable distance between you.
 - B. Stomp your foot on the fourth beat of each measure, and turn to your right.
 - C. March faster as the drumbeat gets faster but freeze when the drumbeat stops.
 - D. Time your steps so your foot touches the ground at the same time as the drumbeat.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

10. Several students in a physical education class are having difficulty reaching the basket with their shots, even while using a youth-sized ball. Which of the following options is most appropriate for the teacher to introduce to increase the students' success?
- A. Allowing students to use a balloon instead of a basketball
 - B. Lowering the height of the basketball goal
 - C. Raising the height of the basketball goal
 - D. Using a bouncy playground ball

Answer and Rationale

COMPETENCY 004

11. When teaching a new skill for a particular sport, the teacher should do which of the following first?
- A. Provide drills to lead up to the skill
 - B. Have students practice the skill
 - C. Introduce the skill
 - D. Provide feedback to correct errors

Answer and Rationale

COMPETENCY 005

12. A community golf course is located next to the high school. A physical education teacher has a golf unit planned and makes arrangements with the course to use its practice facilities during class. Students will be able to practice putting, chipping and driving. Which of the following is most important for the teacher to do to ensure the lessons run smoothly during the unit?
- A. Tell students they must dress in appropriate golf attire
 - B. Ensure that the course has an adequate inventory of practice equipment
 - C. Require students to take golf lessons before the unit
 - D. Have students study the different types of turf on the course

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

13. Which of the following is an uncontrollable factor that can affect a person's health?
- A. Diet
 - B. Heredity
 - C. Smoking
 - D. Stress

Answer and Rationale

COMPETENCY 006

14. Which of the following make up the four components, or principles, of training and exercise?
- A. Health, skill, body composition and flexibility
 - B. Speed, power, balance and coordination
 - C. Frequency, intensity, time and type of activity
 - D. Agility, reaction time, endurance and strength

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

Please answer the question that follows.

		Pulse Rate (beats per minute)		
	Time to Complete Run	At Rest	Immediately After Run	Five Minutes After Run
Beginning of year	12 min.	74	172	115
End of year	8 min.	66	155	85

15. The table above shows pulse-rate data for Jane, a 16-year-old student, at the beginning and end of the school year. Jane has been running one mile several times a week during the school year. She measured her pulse rate while at rest, immediately after a one-mile run, and again five minutes after the run. The changes in her pulse rate from the beginning to the end of the school year are best explained by which of the following physiological changes?
- A. The amount of air taken in during a single breath increased primarily because of an increase in the volume of her lungs.
 - B. Her overall cardiac efficiency increased primarily because of an increase in the stroke volume of her heart.
 - C. Her body's overall oxygen requirements increased because she increased her speed.
 - D. The amount of blood carried to her muscles increased because of an increase in the number of blood vessels supplying her muscles.

Answer and Rationale

COMPETENCY 007

16. Which of the following best explains why age-predicted maximal heart rate is used to regulate the intensity of aerobic exercise?
- A. Perceived exertion and exercise duration are inversely correlated.
 - B. Exercise intensity and exercise duration are inversely correlated.
 - C. Exercise velocity and exercise intensity are directly correlated.
 - D. Heart rate and oxygen consumption are closely related.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

17. An exaggerated curvature of the vertebral column involving an excessive bending of the thoracic area toward the anterior is called
- A. kyphosis.
 - B. lordosis.
 - C. scoliosis.
 - D. spondylosis.

Answer and Rationale

COMPETENCY 008

18. Which of the following is the best activity to increase muscular endurance?
- A. Resistance training using high repetitions and light weight
 - B. Resistance training using low repetitions and heavy weight
 - C. Isotonic resistance training
 - D. Plyometric resistance training

Answer and Rationale

COMPETENCY 008

19. Which of the following abdominal-strength exercises benefits the rectus abdominis muscle while protecting the lower back?
- A. Keeping the knees straight while doing half sit-ups
 - B. Keeping the knees straight while doing full sit-ups
 - C. Bending the knees at a 90-degree angle while doing half sit-ups
 - D. Bending the knees at a 90-degree angle while doing full sit-ups

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

20. Which of the following most accurately represents the number of pounds a person would lose if 3,500 more calories were burned than taken in over a span of time?
- A. 1
 - B. 2
 - C. 3
 - D. 5

Answer and Rationale

COMPETENCY 009

21. The use of anabolic-androgenic steroids is known to deepen the voice and increase the growth of body hair, muscle size and aggression. Which of the following are the main reasons for the changes?

Select all that apply.

- A. The substances are nearly identical to male sex hormones
- B. The substances function in the human body as testosterone
- C. The substances are nearly identical to carbohydrates
- D. The substances speed up cell metabolism

Answer and Rationale

COMPETENCY 009

22. According to the United States Department of Health and Human Services *Physical Activity Guidelines for Americans*, children and adolescents should engage in muscle- and bone-strengthening activities at least

- A. four days per week.
- B. three days per week.
- C. two days per week.
- D. one day per week.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

23. When preparing lesson plan objectives, the physical education teacher should refer to which of the following?

Select all that apply.

- A. National standards
- B. Local curricula
- C. State standards
- D. United States Bill of Rights

Answer and Rationale

COMPETENCY 011

24. A student is most likely to be self-motivated and participate in lifelong activities when the student

- A. participates in physical activities several times a week at school.
- B. understands the effects of physical activity versus nonactivity.
- C. knows the rules and understands a wide variety of team sports.
- D. possesses the knowledge, skills and attitude to lead a healthy lifestyle.

Answer and Rationale

COMPETENCY 011

25. In a problem-solving classroom culture, which of the following are the primary responsibilities of the physical education teacher?

Select all that apply.

- A. To foster and promote decision making among learners
- B. To maintain an overall emphasis on inquiry
- C. To serve as the ultimate decision maker
- D. To ensure that students follow classroom rules

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 011

26. According to current research in the field of physical education, which of the following best promotes student participation in lifelong physical activity?
- A. Learning how to play popular sports and games
 - B. Playing for a team that wins games regularly
 - C. Acquiring basic skills needed to participate in a variety of activities
 - D. Becoming familiar with common gymnasium equipment

Answer and Rationale

COMPETENCY 012

27. In the 1980s, high-visibility intercollegiate sports (e.g., Division I football, baseball and basketball) led to which of the following postcollegiate outcomes for men and women on full athletic scholarships?
- A. Professional sports careers for fewer than 5 percent of men and women
 - B. Professional sports careers for about 50 percent of men and women
 - C. College and professional coaching, management and ownership opportunities for 75 percent of men and women
 - D. Professional sports careers for the majority of men but not for women

Answer and Rationale

COMPETENCY 012

28. Which of the following factors is most highly correlated with positive gains in motor learning and achievement in a physical education classroom setting?
- A. Provision of feedback that is mainly linked to results or outcomes rather than performance
 - B. The amount of time students are physically active and having fun, regardless of the activity
 - C. The amount of time students spend engaged successfully in activities related to lesson objectives
 - D. Provision of feedback that is primarily nonverbal rather than verbal in nature

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 012

29. In addition to teaching students movement skills, physical education programs should incorporate cooperative group activities that provide students with natural and valuable opportunities. The physical education teacher can best achieve this through which of the following strategies?
- A. Ensuring students understand the superior benefits of competing against oneself rather than against others
 - B. Developing students' familiarity with and use of effective organizational and leadership traits and styles
 - C. Ensuring students understand the structure and dynamics of groups and how to best fit in
 - D. Developing in students a variety of positive social skills, attitudes and behaviors

Answer and Rationale

COMPETENCY 013

30. A portion of Texas Senate Bill 530 mandates that all students in Texas take a fitness test. How often must each student take a fitness test?
- A. Once every six weeks
 - B. Once every nine weeks
 - C. Twice a semester
 - D. Once a year

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 013

31. Which of the following teaching practices is most likely to ensure that a physical education teacher receives legal protection against a lawsuit that might arise from a student who becomes injured in class?
- A. Using written lesson plans that feature curriculum activities appropriate for the age and skill level of the students
 - B. Regularly attending in-service and staff development programs to learn about innovative physical activities and techniques
 - C. Ensuring that the goals and objectives of the physical education program incorporate the educational mission and goals of the school
 - D. Ensuring that general rules for student behavior and participation in physical activities are prominently posted

Answer and Rationale

COMPETENCY 013

32. Which of the following statements is the most accurate interpretation of Title IX of the Education Amendments of 1972 as it pertains to sports and physical education?
- A. Physical education teachers are required to modify lesson plans to accommodate students with disabilities.
 - B. Males and females must have an equal opportunity to participate in sports and physical education in any school or entity receiving federal financial assistance.
 - C. The federal government must provide equal sports and physical education funding to all of the school districts within a state.
 - D. Coaches must allow eligible players who are passing all academic subjects to participate in school sports.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p>Option B is correct because finger control is generally quite refined at the 8-year-old milestone of fine-motor skill development. Option A is incorrect because at 4 years old, a child is progressing but not yet at a refined-level fine-motor skill development. Fine-motor skills typically develop in a reasonably consistent pattern, starting from birth and, with practice, can be refined throughout adulthood. However, Options C and D are incorrect because a 12-year-old and a 16-year-old should have already reached the milestone of refinement in finger control by 8 years old.</p> <p>Back to Question</p>
2	001	D	<p>Option D is correct because physical education directly contributes to fitness, motor skill and personal-social development when instruction is given in a safe and supportive environment. Options A and C are incorrect because social skills should be incorporated into the physical education class instruction indirectly, accompanied with fitness and motor skill development. Option B is incorrect because social skills learned at home are generally unknown to the teacher and could possibly be inappropriate.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	001	D	<p>Option D is correct because cephalocaudal development describes physical development that starts from the head then progresses to the lower parts of the body, such as the legs and feet. Option A is incorrect because component stages do not exist as part of physical development. Option B is incorrect because proximodistal development describes physical development from the center of the body, such as the spinal cord, with progression outward to the fingers and toes. Option C is incorrect because developmental biodynamics is a field that describes brain, body and behavior connections as related to motor development.</p> <p>Back to Question</p>
4	001	C	<p>Option C is correct because delayed-onset muscle soreness (DOMS) is generally associated with activities that cause muscles to lengthen while force is applied. This is eccentric muscle contraction. Options A and B are incorrect because the muscles endure higher forces and more soreness after eccentric exercise than during isometric and concentric exercises. Option D is incorrect because co-contraction is the synergistic activation of a group of muscles, such as the core, that provides support to perform exercises correctly.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	002	B	<p>Option B is correct because standing on a balance beam is a form of movement that demonstrates a student has the basic skill of nonlocomotor body management. Options A and Option C are incorrect because hopping and leaping are locomotor movement skills. Option D is incorrect because throwing is a manipulative movement skill.</p> <p>Back to Question</p>
6	002	C	<p>Option C is correct because batting in a softball game is performed in a constantly changing environment and is considered an open skill. Options A, B and D are incorrect because bowling, putting a golf ball and shooting a free throw are generally performed in an unchanging environment at the pace of the performer making these closed skills.</p> <p>Back to Question</p>
7	002	C	<p>Option C is correct because the part of the foot used to push off when running either long-distance or sprinting should be the ball of the foot. Option A is incorrect because the amount of arm swing during sprinting is generally greater compared to long-distance running. Option B is incorrect because the amount of upper-body lean is generally greater during the initial phases of sprinting as compared with long-distance running. Option D is incorrect because sprinting requires greater power compared to long-distance running; therefore, the degree of foreleg extension would be smaller.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
8	002	B	<p>Option B is correct because during the breaststroke, the arms and hands pull backward, while the head and upper body lift for a breath and the knees bend to prepare for the kick. The upper body and arms should be in the glide position. Therefore, the sequence for the breaststroke is pull, inhale, kick and glide. Options A, C and D are incorrect because they do not describe the proper sequence of the breaststroke.</p> <p>Back to Question</p>
9	003	A	<p>Option A is correct because the direction of the teacher to follow the person in front but keep a comfortable distance is focused on assessing the movement concept of spatial awareness. Spatial awareness is the ability to see and understand two or more objects in relation to each other and to oneself. It involves understanding the relationship of these objects when there is a change in position. Options B, C and D are incorrect because the directions focus on how the body moves, not where the body moves.</p> <p>Back to Question</p>
10	004	B	<p>Option B is correct because by lowering the height of the basketball goal, the teacher is decreasing the distance the students need to throw and increasing the students' likelihood of successfully making a basket. Options A and D are incorrect because modifying the equipment will not make it easier for the students to reach the basketball goal. Option C is incorrect because increasing the height of the basketball goal will increase the distance the ball must travel and make the task more challenging for students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	004	C	<p>Option C is correct because when teaching a new skill to students for any sport, the teacher should always introduce the skill first to the students. Option A is incorrect because providing drills to lead up to the skill should occur after the skill has been introduced. Option B is incorrect because having students practice the skill should occur after the skill has been introduced and lead-up drills have been performed. Option D is incorrect because feedback should be provided after the skill has been introduced, lead-up drills have been performed, and students have had an opportunity to practice the newly learned skill.</p> <p>Back to Question</p>
12	005	B	<p>Option B is correct because in order for the teacher to effectively instruct students, enough practice equipment must be available for all students. Option A is incorrect because proper golf attire is not required in a physical education setting. Option C is incorrect because the teacher is responsible for developing students' golf skills and should assume that students have not had prior golf lessons. Option D is incorrect because having students study the different types of turf surfaces will not ensure that the lesson will run smoothly.</p> <p>Back to Question</p>
13	006	B	<p>Option B is correct because heredity is inherited and uncontrollable, causing people to be predisposed to certain health-related advantages and disadvantages. Options A, C and D are incorrect because they include factors affecting health that can be controlled by oneself.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	006	C	<p>Option C is correct because the four components of fitness and exercise are frequency, intensity, time and type of activity. Options A, B and D are incorrect because they are combinations of health- and skill-related components.</p> <p>Back to Question</p>
15	006	B	<p>Option B is correct because as Jane has trained over time by performing regular aerobic exercise, her pulse rate has decreased, directly increasing her cardiac output and stroke volume. Option A is incorrect because lung capacity is not related to pulse rate. Option C is incorrect because as she increased her speed and physical fitness, Jane’s overall oxygen requirements decreased. Option D is incorrect because as Jane exercises, the blood vessels in her muscles dilate or expand, resulting in greater blood flow, but the number of blood vessels supplying the muscles stays the same.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	007	D	<p>Option D is correct because as the body moves from rest to exercise, the heart rate begins to increase steadily. This allows for faster oxygen delivery to the working tissues and muscles, which allows for an increase in oxygen consumption. The age-predicted maximal heart rate method is simple and objective in that it uses age alone to predict maximal heart rate during activity. Options A, B and C are incorrect because age-predicted maximal heart rate does not take into consideration perceived exertion, exercise duration, exercise intensity or exercise velocity.</p> <p>Back to Question</p>
17	008	A	<p>Option A is correct because exaggerated upper back curvature of the vertebral column, generally involving an excessive bending of the thoracic area, is known as kyphosis. Option B is incorrect because lordosis is exaggerated lower back curvature of the vertebral column. Option C is incorrect because scoliosis is a sideways curvature of the vertebral column. Option D is incorrect because spondylosis refers to osteoarthritis of the cervical spine.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	008	C	<p>Option C is correct because during isotonic resistance training, the muscles shorten while lifting a constant load, increasing blood flow to muscles and muscular endurance. Options A and B are incorrect because using high repetitions and light weights or low repetitions and heavy weights describes resistance training that develops muscular strength. Option D is incorrect because plyometric resistance training is designed to increase muscular power and explosiveness.</p> <p>Back to Question</p>
19	008	C	<p>Option C is correct because performing half sit-ups with the knees bent at a 90-degree angle is the optimal way to strengthen the abdominal muscles without placing stress on the lower back. Options A, B and D are incorrect because performing full sit-ups or half sit-ups with the knees straight creates a high-compression force that places strain on lower back muscles.</p> <p>Back to Question</p>
20	009	A	<p>Option A is correct because creating a 3,500-calorie deficit through diet and exercise will result in a weight loss of 1 pound over time. Option B is incorrect because a person would need to burn 7,000 calories to lose 2 pounds over time. Option C is incorrect because a person would need to burn 10,500 calories to lose 3 pounds over time. Option D is incorrect because a person would need to burn 17,500 calories to lose 5 pounds over time.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	009	A, B	<p>Options A and B are correct because anabolic-androgenic steroids are the synthetic variants of the male sex hormone testosterone and function in the human body to increase male sexual characteristics such as a deepened voice and increased growth of body hair, muscle size and aggression. Option C is incorrect because the substances in anabolic-androgenic steroids are nearly identical to male sex hormones. Option D is incorrect because the use of anabolic-androgenic steroids to speed up cell metabolism could increase the risk of liver damage and increase a person’s chance of having a heart attack or a stroke.</p> <p>Back to Question</p>
22	009	B	<p>Option B is correct because the United States Department of Health and Human Services recommends that children and adolescents should engage in muscle- and bone-strengthening physical activity at least three days of the week. Options A, C and D are incorrect because they do not exist as appropriate recommendations for bone-strengthening physical activity.</p> <p>Back to Question</p>
23	010	A, B, C	<p>Options A, B and C are correct because when a physical education teacher is writing lesson plan objectives, he or she should refer to the national standards, state standards and local curricula. Option D is incorrect because the United States Bill of Rights is not a useful reference document for teachers writing lesson plan objectives.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
24	011	D	<p>Option D is correct because by educating students with the knowledge, skills and attitudes to lead a healthy lifestyle, students will be more self-motivated to do so for a lifetime. Option A is incorrect because a physical education teacher's main goal is for all students to be physically active, not only in the classroom but for a lifetime. Option B is incorrect because although it is important to know the effects of physical activity and nonactivity, it will not necessarily incline students to participate in physical activity. Option C is incorrect because knowing the rules and understanding a particular sport will not necessarily lead students to participate in the sport or activity.</p> <p>Back to Question</p>
25	011	A, B	<p>Options A and B are correct because a classroom culture that supports problem solving fosters and promotes decision making among learners and maintains an emphasis on student inquiry. Option C is incorrect because the teacher serves as a guide, while students are encouraged to reach decisions on their own. Option D is incorrect because students can work out the rules together, through discussion, rather than the teacher setting and enforcing the rules.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
26	011	C	<p>Option C is correct because current research supports that when students acquire the basic skills needed to participate in a variety of activities, they will be more willing and confident in their ability to do so. Option A is incorrect because not all popular sports and games will appeal to some students. Option B is incorrect because it is unlikely that students will always be on a winning team and important for a teacher to educate students on how to win and lose gracefully. Option D is incorrect because becoming familiar with common gymnasium equipment will not teach students how to use the equipment to participate in lifelong physical activity.</p> <p>Back to Question</p>
27	012	A	<p>Option A is correct because only a small percentage of intercollegiate athletes go on to play their sport at a professional level. Options B and D are incorrect because although men are more likely to make it to the professional level, less than the majority of men move on to pursue professional sports careers and even fewer women do. Option C is incorrect because only a small percentage of men and women enter college and professional coaching, management or ownership careers.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	012	C	<p>Option C is correct because active student learning time in which students are engaged in activities directly related to the lesson’s objective are highly correlated with positive gain in motor learning in a physical education setting. Option A is incorrect because the feedback on the performance of the skill is more important than the outcome. Option B is incorrect because all activities should be taught and performed with a lesson objective in mind. Option D is incorrect because verbal feedback is more successful in a physical education setting.</p> <p>Back to Question</p>
29	012	D	<p>Option D is correct because developing a variety of positive social skills, attitudes and behaviors in a physical education setting best embodies cooperative learning among students. Options A, B and C are incorrect because they do not reflect or help to achieve appropriate cooperative learning strategies within a physical education setting.</p> <p>Back to Question</p>
30	013	D	<p>Option D is correct because according to the Texas Senate Bill 530, students in grades 3–12 are required to undergo a yearly fitness test. Options A, B and C are incorrect because Texas Senate Bill 530 only requires fitness testing once a year.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	013	A	<p>Option A is correct because by using written lesson plans that feature curriculum activities appropriate for the age and skill level of the students, the teacher has a documented reference of appropriate and safe practices that are being followed during class if a student becomes injured in class.</p> <p>Option B is incorrect because professional development does not document safe and appropriate learning. Options C and D are incorrect because incorporating the mission and goals of the school into goals and objectives of a program or posting general participation and behavior rules does not legally protect the teacher in the event a student is injured during class.</p> <p>Back to Question</p>
32	013	B	<p>Option B is correct because Title IX of the Education Amendments of 1972 states that males and females must have an equal opportunity to participate in sports and physical education in any school or entity receiving federal financial assistance. Option A is incorrect because accommodating students with disabilities is covered in Section 504 of the Rehabilitation Act of 1973. Option C is incorrect because funding of sports and physical education comes from state, local and federal government, which may vary between school districts. Option D is incorrect because rules and regulations for participation in school sports are established by the school district.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

JOPERD: Journal of Physical Education, Recreation, & Dance, American Alliance for Health, Physical Education, Recreation, and Dance.

JTPE: Journal of Teaching in Physical Education, Human Kinetics Publishers.

Strategies, American Alliance for Health, Physical Education, Recreation, and Dance.

OTHER RESOURCES

American Alliance for Health, Physical Education, Recreation, and Dance. (2011). *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*. Champaign, Ill.: American Alliance for Health, Physical Education, Recreation, and Dance.

Coakley, J. (2014) *Sports In Society: Issues and Controversies*. New York, N.Y.: McGraw Hill.

Colvin, A. Y., Markos, N. J., and Walker, P. J. (2008). *Teaching the Nuts and Bolts of Physical Education*. Champaign, Ill.: Human Kinetics.

Dougherty, N. (Ed.) (2010). *Physical Activity & Sport for the Secondary School Student*. Reston, Va.: National Association for Sport and Physical Education.

Graham, G. (2008). *Teaching Children Physical Education: Becoming a Master Teacher*. Champaign, Ill.: Human Kinetics.

Graham, G., Holt Hale, S. A., and Parker, M. (2012). *Children Moving: A Reflective Approach to Teaching Physical Education with PowerWeb*. New York, N.Y.: McGraw-Hill.

Hamilton, N., Weimar, W., and Luttgens, K. (2011). *Kinesiology: Scientific Basis of Human Motion*. New York, N.Y.: McGraw Hill.

Hellison, D. (2011). *Teaching Personal and Social Responsibility Through Physical Activity*. Champaign, Ill.: Human Kinetics Publishers.

Hoeger, W., and Hoeger, S. A. (2010). *Lifetime Physical Fitness and Wellness*. Belmont, Calif.: Wadsworth Publishing.

Kogust, S. (Ed.) (2003). *Beyond Activities: Learning Experiences to Support the National Physical Education Standards, Elementary*. Reston, Va.: National Association for Sport and Physical Education.

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Mohnsen, B. (Ed.) (2008). *Teaching Middle School Physical Education*. Champaign, Ill.: Human Kinetics.

National Association for Sport and Physical Education. (2014). *National Standards & Grade-level Outcomes for K-12 Physical Education*. Champagne, Ill.: Human Kinetics.

Pangrazi, R. P., and Beighle, A. (2012). *Dynamic Physical Education for Elementary School Children*. Menlo Park, Calif.: Benjamin/Cummings.

Powers, S. and Howley, E. (2011) *Exercise Physiology: Theory and Application to Fitness and Performance*. New York, N.Y.: McGraw Hill.

Seaman, J., DePauw, K., Morton, K., and Omato, K. (2007). *Making Connections: From Theory to Practice in Adapted Physical Education*. Scottsdale, Ariz.: Holcomb Hathaway Publishers.

Siedentop, D., and Tannehill, D. (2002). *Developing Teaching Skills in Physical Education*. Mountain View, Calif.: Mayfield Publishing.

Texas Education Agency. (1998). *Texas Essential Knowledge and Skills (TEKS)*.

Texas State Board for Educator Certification. (2000). *Physical Education Standards*.

Tortora, G. and Derrickson, B. (2011). *Principles of Anatomy and Physiology*. Hoboken, N.J.: Wiley.

Weinberg, R., and Gould, D. (2011). *Foundations of Sport & Exercise Psychology*. Champaign, Ill.: Human Kinetics.

Wilmore, J. H., and Costill, D. L. (2011). *Physiology of Sport and Exercise*. Champaign, Ill.: Human Kinetics.

Winnick, J. (2010) *Adapted Physical Education and Sport*. Champagne, Ill.: Human Kinetics.

ONLINE RESOURCES

American Alliance for Health, Physical Education, Recreation, and Dance — <http://www.aahperd.org>

American College of Sports Medicine — <http://www.acsm.org>

Human Kinetics — <http://www.HumanKinetics.com>

National Association for Sport & Physical Education — <http://www.aahperd.org/naspe>

PE Central: The Web Site for Health and Physical Education — <http://www.pecentral.org>