



# **New Mexico**

## **Teacher Assessments™**

# **Study Guide**

New Mexico Content Knowledge Assessments™

## **29 Physical Education**



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# **An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints**

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:  
Helpful Hints](#)



# **An Introduction to the New Mexico Content Knowledge Assessment of Physical Education**

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Physical Education test is intended for individuals seeking an initial license or an endorsement in Physical Education.

The Physical Education test consists of 100 selected-response questions.



# Test Framework

Motor Development and Movement Concepts and Forms  
The Foundations of a Physically Fit Lifestyle  
The Cognitive, Personal, and Social Dimensions of Physical Activity  
The Physical Education Program

## **SUBAREA I—MOTOR DEVELOPMENT AND MOVEMENT CONCEPTS AND FORMS**

### **0001 Understand principles and characteristics of motor development and motor learning.**

For example:

- recognize sequences and characteristics of motor development, including perceptual motor development, and factors that influence development and performance of motor skills
- describe theories, concepts, and typical progressions of motor development and motor learning (e.g., practicing motor skills in increasingly complex movement situations)
- analyze the relationship of motor development to physical, cognitive, affective, and fitness development
- recognize principles of practice, retention, readiness, observational learning, and transfer of learning as they relate to motor skill acquisition
- apply techniques for detecting errors in motor performance and providing appropriate prompts, cues, and corrective feedback
- recognize principles and techniques for modifying activities, sports, and games to promote the use of motor behaviors, motor patterns, and combinations of motor skills

### **0002 Understand movement concepts and critical elements of motor skills and movement tasks.**

For example:

- demonstrate knowledge of movement concepts related to body awareness, body relationships, effort, time, space, direction, and speed
- recognize classifications of motor skills and critical elements of basic motor skills and specialized movement skills
- recognize types and characteristics of locomotor, nonlocomotor, and object-control skills (e.g., run, jump, balance, push, lift, kick, strike); appropriate activities for various purposes and developmental levels; and strategies for promoting the integration of locomotor, nonlocomotor, and object-control skills
- analyze methods for promoting recognition and use of similar movement concepts and elements in a variety of motor skills and movement tasks
- describe strategies and techniques for supporting and encouraging student expression through movement

**0003 Understand principles of biomechanics and their applications to movement activities.**

For example:

- describe scientific and technological principles related to motion, stability, center of gravity, force projection and absorption, buoyancy, rotation, velocity, acceleration, and other biomechanical concepts
- apply concepts and principles of biomechanics in the context of various movement and sports activities and to situations related to learning, acquiring, improving, and refining motor skills
- use appropriate instructional cues and prompts based on biomechanical principles and concepts

**0004 Understand techniques, skills, activities, principles, and safety practices for rhythmic movement, tumbling and gymnastics, and creative movement and dance.**

For example:

- recognize basic elements of rhythm; techniques and activities for rhythmic skill development; appropriate instructional cues and prompts for rhythmic movement; and strategies for integrating rhythmic skills with locomotor, nonlocomotor, and object-control skills
- demonstrate knowledge of techniques, skill progressions, organizational strategies, safety practices, and proper use of equipment for tumbling and gymnastics
- recognize techniques, elements, sequences, skill progressions, organizational strategies, safety practices, and activities for creative movement and various forms of dance (e.g., traditional, folk, social, modern, line)
- demonstrate knowledge of the use of creative movement and dance as a means of personal, ethnic, community, and cultural expression

**0005 Understand techniques, skills, activities, principles, and safety practices for individual, dual, and team sports and games.**

For example:

- demonstrate knowledge of techniques, skill progressions, offensive and defensive strategies, rules, etiquette, safety practices, cues, types and uses of equipment, and types of lead-up activities for individual and dual sports (e.g., bowling, racket sports, wrestling, golf)
- demonstrate knowledge of techniques, skill progressions, offensive and defensive strategies, rules, etiquette, safety practices, cues, types and uses of equipment, and types of lead-up activities for team sports (e.g., volleyball, basketball, soccer, floor hockey, track and field)
- recognize appropriate individual, dual, and team sports and games for various developmental levels and purposes

**0006 Understand techniques, skills, activities, principles, and safety practices for aquatics, recreational activities, and outdoor pursuits.**

For example:

- demonstrate knowledge of techniques, skill progressions, safety practices and procedures, cues, organizational strategies, and proper use of equipment for aquatics and appropriate aquatic activities for various developmental levels and purposes (e.g., learn-to-swim programs, water fitness activities)
- demonstrate knowledge of techniques, skill progressions, safety practices, cues, organizational strategies, and proper use of equipment for recreational activities and outdoor pursuits (e.g., jogging, hiking, cycling) and appropriate recreational and outdoor activities for various developmental levels and purposes
- recognize the benefits of participation in aquatic, recreational, and outdoor pursuits

## **SUBAREA II—THE FOUNDATIONS OF A PHYSICALLY FIT LIFESTYLE**

### **0007 Understand scientific concepts and principles of anatomy and physiology.**

For example:

- describe the general organization of the skeletal, muscular, circulatory, respiratory, nervous, and digestive systems and functions, actions, and physiological processes involving the systems
- recognize common disorders of the skeletal, muscular, circulatory, respiratory, nervous, and digestive systems
- analyze the interactions between and among body systems in producing movement and ways in which energy systems are utilized during physical activity
- identify physiological changes that result from regular physical activity (e.g., short- and long-term effects on cardiorespiratory, muscular, and skeletal structures and systems)
- analyze health risks associated with activity and inactivity and the relationship between physical activity and the prevention of illness and disease

### **0008 Understand types and principles of physical fitness training and procedures for helping students develop lifelong fitness habits.**

For example:

- distinguish among types, components, and principles of physical fitness training (e.g., aerobic, interval, anaerobic, progressive overload, specificity)
- identify principles and methods for designing and implementing individualized fitness plans (e.g., evaluating the need for lifestyle changes, setting realistic goals, monitoring exercise and eating)
- recognize factors that affect physical fitness and performance (e.g., substance abuse, lifestyle factors) and potential health risks associated with these factors
- demonstrate knowledge of how to use a variety of developmentally appropriate practices to help students achieve and maintain lifelong fitness habits
- recognize principles and procedures for analyzing time, cost, accessibility, and other resource factors in relation to participation in physical fitness activities
- recognize the importance of developing physically educated individuals and the benefits of a physically active lifestyle (e.g., reduced stress, enjoyment, challenge, social interaction, improved work productivity, reduced health-care costs, increased energy for community activities)

**0009 Understand principles and activities for promoting health-related cardiorespiratory fitness.**

For example:

- recognize principles, skills, safety practices, and physiological processes involved in developing aerobic endurance
- demonstrate an understanding of techniques and resources, including technology, for determining and monitoring intensity, duration, and endurance levels during aerobic activities (e.g., calculating target heart rate, using heart-rate monitors)
- apply techniques for promoting student self-assessment of cardiorespiratory fitness (e.g., monitoring pulse rate to reach and maintain target heart rate for an appropriate amount of time)
- select appropriate cardiorespiratory fitness activities for various developmental levels and purposes (e.g., walking, jumping rope, inline skating)
- recognize the benefits of regular participation in cardiorespiratory fitness activities and strategies for integrating cardiorespiratory fitness activities into daily life

**0010 Understand principles and activities for promoting health-related muscular strength and endurance.**

For example:

- identify principles, skills, exercises, and proper form for promoting strength and endurance of the major muscle groups of the body (e.g., age-appropriate procedures, use of submaximal loads)
- recognize types of progressive-resistance exercise and appropriate equipment, practices, and considerations for progressive-resistance exercise (e.g., instructional cues, risks and benefits, use of spotters)
- describe techniques and procedures for evaluating muscular strength and endurance and determining appropriate levels of intensity, duration, and frequency of training to improve muscular strength and endurance
- evaluate the safety and effectiveness of various strengthening exercises and types of strength training
- select appropriate muscular strength and endurance activities for various developmental levels and purposes (e.g., body-support activities, using free weights)
- recognize the benefits of regular participation in muscular strength and endurance activities and strategies for integrating muscular strength and endurance activities into daily life

**0011 Understand principles and activities for promoting health-related flexibility.**

For example:

- describe the functions of components of flexibility (e.g., muscles, joints, ligaments, tendons) and procedures for evaluating flexibility
- identify principles, safety practices, and proper form for exercises that promote flexibility of the major joints and areas of the body
- analyze principles of and techniques for developing proper posture and efficient body mechanics (e.g., for lifting and carrying)
- distinguish among types of stretching and flexibility training approaches and select appropriate flexibility activities for various developmental levels and purposes
- evaluate the safety and effectiveness of various stretching exercises and types of flexibility training
- recognize the benefits of regular participation in flexibility activities (e.g., improved posture, increased resistance to injury) and strategies for integrating flexibility activities into daily life

**0012 Understand principles and activities for developing and maintaining levels of body composition that promote good health.**

For example:

- identify basic principles of nutrition and ways in which nutrition affects physical development and health (e.g., essential nutrients, caloric intake and expenditure)
- analyze the relationships between and among diet, physical activity, eating habits, and body composition (e.g., the link between healthy eating patterns and positive body image, effects of poor eating habits on physical development and health)
- analyze procedures, activities, resources, and benefits involved in developing, estimating, and maintaining healthy levels of body composition (e.g., reducing consumption of saturated fats, evaluating claims of weight management programs, interpreting BMI)
- recognize strategies for integrating healthy eating patterns and effective body composition management practices into daily life

### **SUBAREA III—THE COGNITIVE, PERSONAL, AND SOCIAL DIMENSIONS OF PHYSICAL ACTIVITY**

#### **0013 Understand how individuals learn and develop and how to provide opportunities that support their physical, psychomotor, cognitive, and affective growth and development.**

For example:

- demonstrate knowledge of stages and characteristics of physical, psychomotor, cognitive, and affective growth and development during infancy, childhood, adolescence, and early adulthood
- recognize factors that influence physical, psychomotor, cognitive, and affective growth and development (e.g., heredity; nutrition; culture; environment; relationships with peers, families, and teachers)
- analyze developmental issues typical of various stages of human growth (e.g., role of play in learning for young children, importance of participation in physical activity in the socialization process, preoccupation with physical appearance during adolescence)
- demonstrate knowledge of age and developmentally appropriate psychomotor and cognitive activities
- understand how to promote student reflection of prior knowledge, experience, and skills and, based on this reflection, encourage them to assume responsibility for their own learning

#### **0014 Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.**

For example:

- apply knowledge of strategies that encourage students' use of responsible personal and social behaviors that promote positive relationships and a productive environment
- analyze the relationship between physical activity and the development of personal identity and emotional and mental well-being (e.g., how various factors affect the development of positive body image and self-concept, the role of regular physical activity in stress management)
- recognize how physical education activities can promote positive personal behaviors and traits (e.g., civility, self-control, responsibility, confidence, honesty, dignity, ability to cope with success and failure, appropriate attitudes about winning and losing)
- analyze ways in which physical education activities can promote positive social behaviors and traits (e.g., respect, support, concern for safety, cooperative participation, collaboration, consideration of others, fairness, teamwork, sportsmanship)
- understand how to use physical activities to provide students with opportunities for enjoyment, challenge, risk taking, self-expression, improvement, and personal satisfaction and achievement

**0015 Understand the relationship between physical education and the development of respect for differences among individuals.**

For example:

- identify the effects of age, gender, race, language, ethnicity, socioeconomic standing, and culture on physical activity choices, motivation, and participation
- describe strategies for including students of diverse backgrounds and abilities in physical activity and for creating a learning environment that respects and incorporates students' personal, family, cultural, and community experiences
- demonstrate knowledge of how to plan, select, and implement physical education activities that are sensitive to the strengths, weaknesses, multiple needs, learning styles, and experiences of students
- recognize techniques and approaches for exploring and promoting cultural and ethnic awareness through participation in physical activity
- demonstrate an understanding of the role that physical activity plays in the acceptance of peers and other individuals and in learning about and respecting both similarities and differences among people of various backgrounds
- analyze the influence of media, society, and culture on expectations related to gender, body image, physical appearance, skill level, and disability and the effect of these expectations on self-concept and the perceptions and misperceptions of others

**SUBAREA IV—THE PHYSICAL EDUCATION PROGRAM**

**0016 Understand the organization, goals, philosophies, and purposes of physical education programs.**

For example:

- demonstrate knowledge of the organization, goals, philosophies, and purposes of physical education programs (e.g., curricular models, domains of learning, developmentally appropriate practices)
- analyze current issues, trends, assumptions, and debates in physical education and their impact on the goals, scope, and components of contemporary physical education programs
- understand how to identify, develop, and implement curriculum and program goals that are aligned with state content standards and that encourage students to observe, question, and interpret physical activity from diverse perspectives
- analyze the relationships and interactions among physical education and other subject areas and recognize methods for integrating physical education into the overall school curriculum (e.g., interdisciplinary teaching through physical activity)
- recognize principles, techniques, and benefits associated with professional evaluation and reflection in the physical education environment (e.g., evaluating the effects of actions on self and others, reflecting on the appropriateness of program design, revising practices or lessons based on students' needs or performance)
- apply effective advocacy strategies for developing and publicizing an exemplary physical education program and for obtaining resources to enhance physical activity opportunities (e.g., community resources and services)

**0017 Understand principles of management, motivation, and communication in the physical education learning environment.**

For example:

- recognize principles for using managerial and instructional routines that create smoothly functioning learning experiences in physical activity settings (e.g., supervision and monitoring strategies, effective transition procedures)
- recognize principles and practices related to selecting, organizing, allocating, managing, and using physical education resources, including time, space, equipment, activities, and teacher-student interactions, to provide active and equitable learning experiences
- demonstrate knowledge of a variety of techniques and strategies that promote active engagement in learning, self-motivated learning, and positive behavioral changes in students
- demonstrate knowledge of communication techniques that demonstrate sensitivity to students and that help promote mutual respect, cooperation, safety, and community within a physical activity setting
- demonstrate knowledge of how to use effective verbal, nonverbal, and multimedia communication techniques and instructional information to foster inquiry, collaboration, and engagement in physical activity settings (e.g., bulletin boards, music, task cards, posters, videos, computer technology)
- apply communication techniques and collaborative strategies to establish positive relations and productive partnerships with parents/guardians, families, and community members and agencies

**0018 Understand planning and instruction in physical education, including modifications and adaptations for students with special and diverse learning needs.**

For example:

- demonstrate knowledge of how to design, select, and implement learning materials and experiences that are safe, developmentally appropriate, realistic, and based on principles of effective instruction (e.g., activate prior knowledge, anticipate preconceptions, encourage exploration, build on previously acquired skills)
- describe how to select and use various teaching styles in the instructional process based on lesson content, purpose of instruction, and the needs of students
- understand how to develop short- and long-term plans that are linked to student needs and performance and to instructional and program goals and how to adapt those plans to ensure progress, motivation, and safety
- demonstrate knowledge of ways to use demonstrations and explanations to link concepts to learning experiences
- understand how to ask questions and pose scenarios to stimulate interactive learning and help learners articulate ideas; promote risk taking; and develop critical-thinking, problem-solving, and decision-making skills
- apply techniques for adapting and modifying rules, games, equipment, instructional approaches, activities, settings, and grouping strategies to accommodate students with special and diverse learning needs
- demonstrate knowledge of appropriate strategies, professionals, services, media, and technology for meeting special and diverse learning needs

**0019 Understand physical education assessment strategies and techniques.**

For example:

- demonstrate knowledge of how to assess individual and group performance in order to design and modify instruction that meets learner developmental needs in the psychomotor, cognitive, and affective domains
- identify key components, advantages, limitations, and appropriate and inappropriate uses of various types of assessments (e.g., observational checklists, authentic assessments, portfolios, fitness tests, journals, peer assessments, standardized tests, skills tests, rating scales)
- relate developmentally appropriate assessment strategies to various physical education learning situations and goals (e.g., to involve learners in self-assessment)
- select and use appropriate informal and formal assessment materials and techniques (e.g., rubrics, point systems, student fitness cards, kinesthetic knowledge) to assess student performance, provide feedback, and communicate progress
- apply technology (e.g., videotape, digital cameras, movement analysis software, fitness test software) for analysis of student progress, fitness, and performance
- demonstrate knowledge of appropriate use, interpretation, and communication of performance data and assessment results

**0020 Understand legal, ethical, and professional issues in the field of physical education.**

For example:

- demonstrate knowledge of state and federal laws related to student rights and teacher responsibilities (e.g., IDEA, Americans with Disabilities Act, Title IX, inclusion and privacy regulations) and the consequences of noncompliance
- demonstrate knowledge of professional and ethical standards and codes associated with teaching physical education
- analyze professional guidelines and legal and ethical issues in the context of various physical education settings and situations (e.g., duty, confidentiality, supervision, professional liability, negligence)
- analyze principles, techniques, and considerations related to establishing and maintaining a safe physical education environment (e.g., risk management, injury prevention, first aid)
- recognize strategies for collaborating with teachers, special education personnel, counselors, school health personnel, and administrators to support student growth and well-being (e.g., utilizing IEPs, coordinating services, using computers to communicate and network)
- recognize the benefits of participation in professional and collegial activities in the field of physical education at the local, state, district, and national levels and within the broader education field (e.g., consulting professional literature, attending conferences)



# Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Physical Education is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

*IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.*

## TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
  - B. Las Cruces
  - C. Santa Fe
  - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1.  A  B  C  D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

**FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.**

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



# Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Physical Education. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

**Competency 0005**

*Understand techniques, skills, activities, principles, and safety practices for individual, dual, and team sports and games.*

1. When playing soccer, it is recommended that players pass the ball often. Which of the following best describes why this strategy, if executed successfully, is advantageous for the team in possession of the ball?
  - A. Offensive players should remain in certain regions of the field in case they need to transition quickly to defense.
  - B. Movement of the ball from player to player requires the defense to adjust to a changing offensive threat.
  - C. A change of ball possession occurs whenever contact is made between an offensive player and a defensive player.
  - D. It is very difficult to maintain a proper dribble while trying to outrun a defensive player.

**Competency 0008**

*Understand types and principles of physical fitness training and procedures for helping students develop lifelong fitness habits.*

2. Children and adolescents who perform strenuous exercise in hot weather without hydration for long periods of time face health risks because the resulting loss and redistribution of body fluids causes:
  - A. a lowered body temperature.
  - B. a decrease in resting oxygen consumption and utilization.
  - C. a decrease in total blood plasma volume.
  - D. an increase in the volume of blood pumped per heart stroke.

**Competency 0010**

*Understand principles and activities for promoting health-related muscular strength and endurance.*

3. Use the illustration below to answer the question that follows.



This exercise is most appropriate for strengthening which of the following muscle groups?

- A. abductors
- B. abdominals
- C. quadriceps
- D. hamstrings

**Competency 0014**

*Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.*

4. An increasing number of public schools offer secondary physical education courses or study units in areas such as social dance, martial arts, field archery, juggling, cycling, team handball, canoeing, and yoga. Which of the following best explains the purpose of including diverse activities such as these in a physical education curriculum?

- A. to expose and attract students to potential career opportunities in the recreation, fitness, and outdoor adventure industries
- B. to capture students' interest by offering nontraditional activities and spark lifelong interest in and enjoyment of physical activity
- C. to ensure that students have equitable exposure and experience in individual, dual, team, and lifetime sports
- D. to demonstrate recognition of the need for the field of physical education to break from its traditional focus on large group games, team sports, and competition

**Competency 0015**

*Understand the relationship between physical education and the development of respect for differences among individuals.*

5. One goal for a physical education teacher is to illustrate connections between modern activities and their origins. For instance, during a class in which hacky sac is played, the teacher tells students about a traditional Native American contest among girls that involved kicking a soft leather ball stuffed with antelope hair into the air as many times as possible to win a prize. During a field hockey unit, the teacher describes another traditional Native American team game called *shinny*, played by men and boys, that involved moving a rawhide-covered ball toward a goal using long curved sticks. This approach is particularly effective in promoting student awareness of:
- A. the role of competition in motivating participants in games and sports in the past and present.
  - B. how factors such as age and gender influence activity choices.
  - C. how leisure time and physical activity with others is enjoyed and valued in similar ways by different cultures and generations.
  - D. the importance of fitness attributes such as agility, speed, and coordination in athletic endeavors and the importance of developing these attributes in today's youth.

**Competency 0016**

*Understand the organization, goals, philosophies, and purposes of physical education programs.*

6. Large-scale research efforts by the national Centers for Disease Control and Prevention include tracking health-related trends that affect Americans. One such trend among American youth in the last few decades that has resulted in a renewed focus on fitness education is the dramatic increase in the incidence of:
- A. type 2 diabetes and other hypokinetic diseases.
  - B. stress-related disorders (e.g., social anxiety, depression, chronic fatigue syndrome).
  - C. eating disorders such as anorexia nervosa and bulimia.
  - D. vitamin-deficiency conditions that lead to bone disorders and circulatory or immune system problems.

**Competency 0020**

*Understand legal, ethical, and professional issues in the field of physical education.*

7. Which of the following is a primary responsibility of physical education teachers in relation to promoting the physical and motor fitness of students with disabilities?
  - A. integrating the physical education curriculum with as many different subject areas as possible within the inclusion curriculum
  - B. designing separate instruction outside of the regular educational setting at no cost to parents/guardians of students with disabilities
  - C. providing physical therapy and occupational therapy services to students with disabilities
  - D. ensuring that students with disabilities participate in physical education activities to the maximum extent possible with nondisabled peers

**Competency 0020**

*Understand legal, ethical, and professional issues in the field of physical education.*

8. Which of the following practices would provide a physical education teacher with the greatest degree of security against potential liability arising from a student injury in class?
  - A. documenting the general health status of physical education students and maintaining up-to-date profiles of students' health and fitness levels
  - B. following and maintaining written lesson plans that are appropriate for the developmental and ability levels of students and that offer ample opportunities for skills practice
  - C. periodically reviewing school emergency procedures and liability insurance policies with staff and ensuring that procedures and policies are updated and renewed in a timely manner
  - D. preparing physical education curriculum guides for parents and guardians that highlight popular activities and practices, including cooperative games and group challenges

**Use the information below to answer the 2 questions that follow.**

During an elementary creative movement activity, a physical education teacher asks students to spread out in the gym and find enough space so that they are not within arms' reach of other students. The teacher plays an instructional music CD that includes stanzas of quick-tempo music, followed by one or more flat tones that last several seconds each. The tones increase in number after each upbeat portion of music. The musical selection ends with five tones.

The teacher asks students to skip, sidestep, or gallop around the gym without touching each other while the upbeat music plays. When the students hear a flat tone, they must freeze in place, and without touching or interfering with nearby students, strike a balance pose of their choice for the duration of the tone. Students resume moving upon hearing the next portion of upbeat music and strike a different balance pose upon hearing each tone. The activity continues in this way and at the end of the musical selection, the students are expected to have executed five different balance poses, one for each tone.

**Competency 0002**

*Understand movement concepts and critical elements of motor skills and movement tasks.*

9. This physical education activity is likely to be particularly useful for encouraging students to explore which of the following movement concepts?
- A. recognizing and using self-space and general space
  - B. changing levels and pathways to evade opponents
  - C. using body relationships to combine skills smoothly
  - D. adjusting timing to alter the pace of a game

**Competency 0004**

*Understand techniques, skills, activities, principles, and safety practices for rhythmic movement, tumbling and gymnastics, and creative movement and dance.*

10. This creative movement activity is especially appropriate for promoting students':
- A. application of both static and dynamic balance skills.
  - B. use of feinting and dodging skills that are common to many sports.
  - C. integration of rhythmic skills with locomotor and nonlocomotor skills.
  - D. manipulation of effort to enhance control and coordination of movements.



# **Answer Key for the Sample Selected-Response Questions**

1. B
2. C
3. D
4. B
5. C
6. A
7. D
8. B
9. A
10. C