Physical Education (Grades K–12)

Subtest 2 Sample Items

1. The prevalence of obesity and type 2 diabetes is increasing among children and adolescents. In addition to promoting weight loss, a regular program of physical activity can help reduce the risk of type 2 diabetes among this population by:

A. improving the digestive system’s ability to break down carbohydrates.
B. promoting greater insulin production by the pancreas.
C. enhancing the body’s ability to convert fats to energy.
D. increasing the sensitivity of cells to circulating insulin.

2. A high school student is engaged in a weight-training program using resistance machines. The student is currently able to do three sets of 15 repetitions of a bench press at a particular weight. To most appropriately apply the principle of progressive overload to increase arm strength, the student should increase the:

A. weight by 10 percent.
B. weight by 25 percent.
C. number of sets to 6.
D. number of repetitions to 20.

3. Which of the following fitness assessment tests is typically used to measure hamstring flexibility?

A. step test
B. standing long jump
C. modified pull-up
D. back-saver sit and reach

4. A local business that manufactures athletic equipment contacts a high school physical education teacher to discuss ways that the company could promote its products. In which of the following ways could the teacher best use a partnership with the company to create physical education opportunities for the students?

A. accepting donations or loans of sports equipment from the company in exchange for a public acknowledgement of their generosity
B. inviting a representative from the company to the school to give a demonstration and marketing presentation on their sports equipment
C. arranging to take physical education students on tours of the company’s manufacturing plant to learn how sports equipment is produced
D. asking the company to sponsor the half-time entertainment show at the school’s varsity sports home games

5. A middle school physical education teacher plans the student activities listed below as part of a new fitness unit of study.

- comparing new terminology with related terminology from previous units
- developing nonverbal representations (e.g., charts, illustrations) of new terminology
- classifying new terminology according to specific criteria
- generating analogies with new terminology

These activities are likely to promote students’ reading comprehension related to this unit primarily in which of the following ways?

A. by providing the students with strategies for determining the meaning of unfamiliar vocabulary as they read
B. by promoting the students’ ability to decode and spell new vocabulary words accurately
C. by teaching the students how to use structural analysis as a strategy for building domain-specific vocabulary
D. by broadening the students’ understanding of new vocabulary words and their associated concepts
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