Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Language Standards

Cluster: Vocabulary Acquisition and Use

Standard: LACC.910.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address new and unknown terminology, processes, and information as they relate to comprehensive fitness.

Stimulus Attributes:

Stimulus may include a scenario describing various comprehensive fitness and wellness activities as they relate to the course objectives of Comprehensive Fitness.
Stimulus may include common descriptions and terms as they relate to fitness and wellness activities.
Stimulus may include comparison of new terminology with basic fitness and wellness vocabulary.

Response Attributes:

Responses may include a scenario describing various comprehensive fitness, personal training, and wellness activities.
Responses may include common descriptions and terms as they relate to fitness and wellness activities.
Responses may include new terminology as it refers to the course objectives of Comprehensive Fitness.
Responses may utilize commonly known phrases and terms to clarify new and unknown terms and phrases.

Sample Item:

Item Specifications

The term *adrenaline junkie* was popularly used in a movie from the early 1990s to describe individuals enjoying dangerous activities (such as extreme sports) for the adrenaline "rush". Adrenaline junkies appear to favor stressful activities for the release of epinephrine as a stress response. Whether or not the positive response is caused specifically by epinephrine is difficult to determine, as endorphins are also released during the fight-or-flight response to such activities.

(Epinephrine. (2012, June 20). In *Wikipedia, The Free Encyclopedia*. Retrieved 11:58, June 21, 2012, from http://en.wikipedia.org/w/index.php?title=Epinephrine&oldid=498442467)

Based on the passage, what is the meaning of the word *epinephrine*?

* A. adrenaline
B. endorphins
C. stressful
D. junkie

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Reading Standards for Literacy in Science and Technical Subjects 6-12

Cluster: Craft and Structure

Standard: LACC.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address key terms, phrases, and descriptions as they relate to the course objectives of Comprehensive Fitness.

Stimulus Attributes:

Stimulus may include the definition of key terms and phrases as they relate to the scientific or technical context within Comprehensive Fitness (i.e., aerobic, anaerobic, health-related components, physical fitness related activities, blood pooling, target heart rate, resting and maximum heart rate).
Stimulus may include a scenario utilizing terminology from the coursework of Comprehensive Fitness.
Stimulus may include, but is not limited to, terms and/or phrases such as BMP, BMI, and target heart rate.

Response Attributes:

Responses may relate the meaning of terms and phrases as they relate to scientific or technical context within the Comprehensive Fitness course.
Responses may include terms and/or phrases used in the Comprehensive Fitness course.

Sample Item:

During yoga instruction, a teacher notices that one of the students is not achieving proper form during the crane pose. The teacher suggests that the student improve flexibility. What is the meaning of flexibility as used in this context?

A. the process of increasing the intensity, duration, and frequency
B. the ability of a muscle or muscle group to exert force
* C. the ability of a joint to move through its full range of motion
D. the process of the body achieving equilibrium while stationary

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Subject Area: CCSS: Mathematics

Domain: Interpreting Categorical & Quantitative Data

Cluster: Summarize, represent, and interpret data on a single count or measurement variable.

Standard: MACC.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare the center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to fitness data, fitness measurements, and/or fitness assessments.

Stimulus Attributes:

Stimulus may include a scenario using fitness assessment data.
Stimulus may involve a measurement variable related to calories, range of motion, blood pressure, BMI, fitness testing, or other measurement pertaining to wellness and data summary.

Response Attributes:

Responses may include fitness or wellness assessment data summary.
Responses may be numerical calculations of data that relate to comprehensive fitness (i.e., caloric consumption and/or expenditure, blood pressure range, flexibility assessment data, number of repetitions, strength measurement, or heart rate data).

Sample Item:

Item Specifications

Mr. Jones had two Comprehensive Fitness classes. He decided to have his classes compare their resting heart rates. The following information was recorded from Tuesday's results.

Period 1 Class		Period 2 Class	
Student Name	Resting Heart Rate (beats per minute)	Student Name	Resting Heart Rate (beats per minute)
Amy	65	Devon	85
Adam	70	Devonte	65
Bill	85	Evander	75
Bertha	75	Elizabeth	90
Charlie	90	Frank	55
Christy	55	Francis	60

Based on the information above what is the difference in median heart rate between the two classes?

* A. 2.5 beats per minute
B. 8.0 beats per minute
C. 12.0 beats per minute
D. 14.5 beats per minute

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement

Benchmark: PE.912.C.1.15 Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address data relevant to training and fitness technology. Items should be limited to calculations surrounding target heart rates.

Stimulus Attributes:

Stimulus may include aspects of intensity training planning, awareness, and exertion.
Stimulus may be restricted to calculating heart rate and adjusting the intensity of exercise.
Stimulus may include a scenario involving calculating target heart rate zones for enhancing fitness level.

Response Attributes:

Reponses should relate to calculating target heart rate, perceived exertion, and adjusting either to match a predetermined plan.

Sample Item:

Item Specifications

Stimulus: Review the maximum heart rate formula [220 – age] and a target heart rate zone formula of [50-80% of the maximum heart rate]. Jennifer is 15 years old. Explain her target heart rate zone, how could she increase her intensity level of exercise, and how she could stay within a reasonable range.

Rubric:

4 Points	The response indicates the proper calculation of heart rate zone and includes at least one method to increase her intensity level. The response includes a comprehensive foundation for why a particular strategy would be effective.
3 Points	The response indicates the proper calculation of heart rate zone and includes at least one method to increase her intensity level. The response includes a partial explanation for why a particular strategy would be effective.
2 Points	The response indicates an incorrect calculation of heart rate zone, but includes at least one method to increase her intensity level. The response includes a partial explanation for why increasing intensity would be effective.
1 Point	The response indicates an incorrect calculation of heart rate zone and fails to include at least one method to increase her intensity level. The response may not include an explanation for why increasing intensity would be effective.

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement

Benchmark: PE.912.C.1.16 Explain the methods of monitoring levels of intensity during aerobic activity.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to perceived exertion, heart rate monitoring, and VO2 Max principles used to understand intensity, recovery, and training as related to fitness.

Stimulus Attributes:

Stimulus may address perceived exertion during the warm-up phase, cardiovascular phase, cross training, cool down and during any interval training.
Stimulus may include a scenario depicting physical activity and the level of intensity a person may be expending.

Response Attributes:

Responses may be related to heart monitoring, blood volume, or the principles of VO2 Max in safe and effective physical fitness training.
Responses may include a correct or incorrect calculation or description of a fitness related strategy used to determine level of exercise intensity.

Sample Item:

Alicia is exercising on a treadmill and wants to monitor her intensity during her workout to ensure that she derives the best benefit from her treadmill workout. What method would be **BEST** for her to accomplish this?

A. taking her pulse at regular intervals
* B. utilizing a heart rate monitor
C. using the talk test
D. rating her perceived exertion

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.23 Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include fitness technology as it relates to analyzing, evaluating, and monitoring an individual's physical fitness performance.

Stimulus Attributes:

Stimulus may include specific types of fitness related technology.
Stimulus may include a scenario which uses technology to assess physical fitness performance.
Stimulus may deal with data analysis of safety parameters, technique, applied training principles, and movement performances that can be used with technology.
Stimulus may focus on reviewing data collected by using technology.

Response Attributes:

Responses may include the review of data produced by fitness-related technology.
Responses may include a variety of technological devices.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Stimulus: A 17-year-old male had weekly beats per minute (BPM) monitored for the 10 weeks of his exercise routines. Measurements were taken in the middle of the exercise time period. In two paragraphs, discuss the technology the student could have used to make a change that led to the improved performance (indicated by the *) in his exercise routines.

Week	Beats Per Minute (BPM)
Week 1	100
Week 2	105
Week 3	95
Week 4*	120
Week 5	135
Week 6	145
Week 7	160
Week 8	165
Week 9	160
Week 10	155

Rubric:

4 Points	The response describes an appropriate technology (such as: heart rate monitor, pedometer, or GPS watches) and includes a comprehensive explanation of how using the technology improved performance.
3 Points	The response describes an appropriate technology and includes a complete explanation of how using the technology improved performance.
2 Points	The response describes a technology that is mostly appropriate and includes a partial explanation of how using the technology improved performance.
1 Point	The response describes a technology but fails to include an explanation of how the technology improved performance.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement.

Benchmark: PE.912.C.1.26 Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address detection and correction of mechanical errors during physical fitness activities as they relate to the course fitness activities.

Stimulus Attributes:

Stimulus may include a scenario evaluating proper mechanical performance of a fitness activity. Stimulus may include evaluation of skill patterns, detecting and correcting mechanical errors, spotting, and proper safety techniques practiced during participation in fitness-related activities. Stimulus may focus on a variety of physical activities as they relate to comprehensive fitness components.

Response Attributes:

Responses may involve the identification of proper techniques and safe spotting positioning. Responses may include correct or incorrect modifications to an individual's skill or movement during physical fitness activity.

Sample Item:

A student is beginning a lateral pull down and the spotter notices swaying of the body and a jerky motion. What effective technique should be used **FIRST** by the spotter?

A. providing support to the upper back and in particular the trapezius muscles as they lift
B. placing the hands on the shoulders at the base of both sides of the neck
C. assisting in slightly pulling the weight down in coordination with the partner
* D. recommending the student pull with straight arms and squeezing the scapulars together

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Cognitive Abilities

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement

Benchmark: PE.912.C.1.28 Interpret and apply the rules associated with specific course activities.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to fitness activity. Items should be limited to rules associated with fitness activities both implied and written.

Stimulus Attributes:

Stimulus may be related to a variety of activities beneficial to fitness, application of rules, and cooperative training.
Stimulus should address rules associated with specific fitness activities.

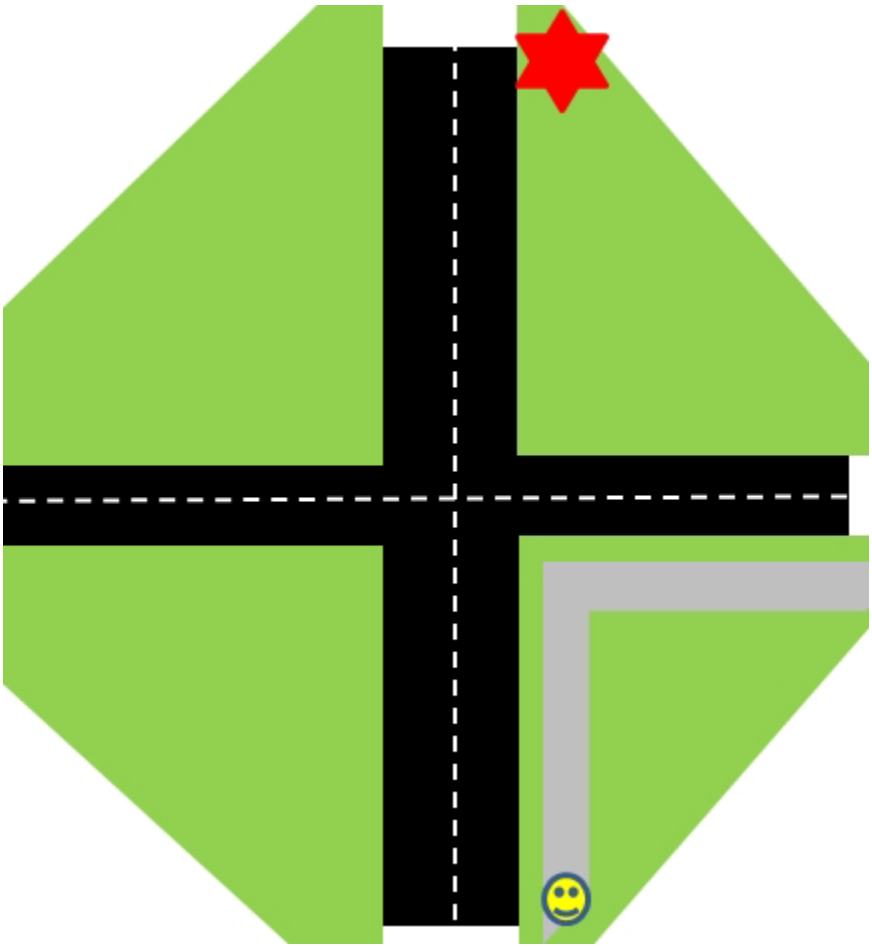
Response Attributes:

Responses should be related to rules and/or procedures related to safe team and or individual activities.
Responses may be a safety procedure, safe technique, rule, or application.

Sample Item:

Item Specifications

You are running in your neighborhood to get in better shape. If you begin at the happy face and want to end at the star, how should you run in order to get to your destination?



A. stay on the gray path the entire time
B. use the path until you get to the street then run on the right hand side of the street to destination
* C. use the path until you get to the street then run on the left hand side of the street to the destination
D. cross the road and only use the left hand side of the road to run on

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.1 Participate in a variety of activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA beyond physical education on five or more days of the week).

Depth of Knowledge: Low Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should include a variety of physical activities and their participation time frames. Items may also include the health component of fitness. Items should be limited to health-related components of fitness.

Stimulus Attributes:

Stimulus may focus on a variety of cardio fitness promoting activities.
Stimulus may include descriptions and suggestions for a variety of physical activities.
Stimulus may include community resources to participate in physical activities.

Response Attributes:

Responses may be related to recommended cardio physical activity participation criteria.
Responses may include descriptions and suggestions for a variety of physical activities.
Responses may include community resources to participate in physical activities.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Stimulus: Manuel is trying to determine some activities to participate in to become healthier. He has been told that he should look at activities to exceed the moderate to vigorous physical activity (MVPA) requirements. What are at least three activities in which Manuel could participate, how many days per week, and minutes per activity should those occur?

Rubric:

4 Points	The response includes a thorough and correct description of three or more activities considered moderate or vigorous. The response explains why at least five days per week is effective. The response indicates that 30 minutes per activity is a requirement for MVPA.
3 Points	The response includes a correct description of two or more activities considered moderate or vigorous. The response partially explains why at least five days per week is effective. The response indicates that 30 minutes per activity is a requirement for MVPA.
2 Points	The response includes a correct description of one activity considered as moderate or vigorous. The response partially explains why at least five days per week is effective. The response indicates that more than 10 minutes per activity is a requirement for MVPA.
1 Point	The response may include an incorrect description of an activity considered vigorous. The response may not explain why at least five days per week is effective. The response may not indicate how much time is required for MVPA.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.2 Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to health related components of fitness. Items should be limited to activities and their relationship to cardiorespiratory fitness, muscle strength, endurance, flexibility, and/or body composition.

Stimulus Attributes:

Stimulus may focus on a variety of cardio fitness promoting activities.
Stimulus may include a descriptions and suggestions for a variety of physical activities.
Stimulus may include community resources to participate in physical activities.

Response Attributes:

Responses may be related to recommended cardio physical activity participation criteria.
Responses may include a descriptions and suggestions for a variety of physical activities.
Responses may include community resources to participate in physical activities.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Stimulus: In two paragraphs, describe at least three activities that you are able to participate in that are considered to effective in increasing muscle strength and/or muscle endurance. Include in your response, a description of how those activities lead to promoted muscle strength and/or muscle endurance.

Rubric:

4 Points	The response includes a thorough and correct description of three or more activities that promote muscle strength and/or endurance. The response includes thorough understanding of the requirements of exercises to building muscle strength and/or endurance.
3 Points	The response includes a correct description of two or more activities that promote muscle strength and/or endurance. The response includes an understanding of the requirements of exercises to building muscle strength and/or endurance.
2 Points	The response includes a correct description of one activity that promotes muscle strength and/or endurance. The response includes a partial understanding of the requirements of exercises to building muscle strength and/or endurance.
1 Point	The response may include a description of one activity that promotes muscle strength and/or endurance. The response includes little to no understanding of the requirements of exercises to building muscle strength and/or endurance.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.1.3 Participate in a variety of activities that promote effective stress management.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to stress management activities for physical fitness and weight management.

Stimulus Attributes:

Stimulus may relate to physical activities that support stress management.
Stimulus may relate to various types of physical activities.

Response Attributes:

Responses may relate to specific stress management activities.
Responses may relate to various types of physical activities.

Sample Item:

Item Specifications

Stimulus: In three paragraphs, discuss three or more activities you can participate in that promote effective stress management. Discuss in what ways each activity promotes effective stress management.

Rubric:

4 Points	The response correctly and thoroughly describes three or more activities considered to be effective stress management techniques. The response correctly and thoroughly describes how each activity promotes effective stress management.
3 Points	The response correctly describes two or more activities considered to be an effective stress management techniques. The response correctly describes how each activity promotes stress management.
2 Points	The response correctly describes one activity considered to be an effective stress management technique. The response describes how the activity promotes stress management.
1 Point	The response correctly describes one stress management activity. The response may not correctly describe how the activity promotes stress management.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.2.1 Demonstrate achievement and maintenance of health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to weight management, stress management, resistance training, aerobic activity, and/or anaerobic activity.

Stimulus Attributes:

Stimulus may deal with developing a personal fitness plan.
Stimulus may evaluate a current fitness plan.
Stimulus may relate to the benefits of regular fitness activity and scheduling of fitness promotion.
Stimulus may include related terminology and descriptions.

Response Attributes:

Responses may deal with developing a personal fitness plan.
Responses may include related terminology and descriptions.
Responses may be related to fitness terminology, training concepts or activities, scheduling, improving functional ability, the benefits of regular activity, or planning for differing needs based on age differences.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Stimulus: In a three paragraph response, describe an effective personal fitness program based upon your current levels of fitness. Discuss how you would implement the plan, assess the success of the plan, and modify any changes that need to be made. Demonstrate how this plan meets or exceeds the achievement and maintenance of a health-enhancing level of personal fitness.

Rubric:

4 Points	The response correctly and thoroughly describes two or more activities that enhance levels of physical fitness. The response includes thorough knowledge of how activities are responsible for enhancing and maintaining fitness. The response includes the thorough explanation of how the plan would be implemented, assessed, and modified as necessary. The response includes the demonstration of how the plan meets or exceeds the achievement and maintenance of a health-enhancing level of personal fitness.
3 Points	The response correctly describes two or more activities that enhance levels of physical fitness. The response includes complete knowledge of how activities are responsible for enhancing and/or maintaining fitness. The response includes the explanation of how many elements of the plan would be implemented, assessed, and/or modified as necessary. The response may not include the demonstration of how the plan meets or exceeds the achievement and maintenance of a health-enhancing level of personal fitness.
2 Points	The response correctly describes one or more activities that enhance levels of physical fitness. The response includes partial knowledge of how activities are responsible for enhancing or maintaining fitness. The response may not include the explanation of how the plan would be implemented, assessed, or modified as necessary. The response may not include the demonstration of how the plan meets or exceeds the achievement and maintenance of a health-enhancing level of personal fitness.
1 Point	The response correctly describes less than activities that enhance levels of physical fitness. The response includes little or no knowledge of how activities are responsible for enhancing or maintaining fitness. The response may not include the explanation of how the plan would be implemented, assessed, or modified as necessary. The response may not include the demonstration of how the plan meets or exceeds the achievement and maintenance of a health-enhancing level of personal fitness.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.2.2 Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to personal fitness skills. Items should be limited to goal setting, strategies, and/or making timeliness in association with a personal fitness program.

Stimulus Attributes:

Stimulus may address individual goal setting and fitness program implementation.
Stimulus may include the use of charts and graphs.
Stimulus may include terminology related to fitness planning.
Stimulus may reflect the use of technology and data gathering techniques.

Response Attributes:

Responses may address a variety of individual goal setting and fitness program implementation.
Responses may include the use of charts and graphs.
Responses may include terminology related fitness planning.
Responses may include but not be limited to fitness activity, schedule and frequency of activity, and projected fitness goals.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Stimulus: In a three to four paragraph response, demonstrate your program planning skills by designing a personal fitness program that contains at least two long term and two short term goals, and has a strategy and timeline for achieving each goal.

Rubric:

4 Points	The response demonstrates thorough and comprehensive program planning skills through designing a personal fitness program. The response includes at least two long term and two short term goals. The response includes a comprehensive strategy and timeline for each identified goal.
3 Points	The response demonstrates solid program planning skills through designing a personal fitness program. The response includes at least 3 goals consisting of at least one long term and at least one short term goal. The response includes a viable strategy and timeline for each identified goal.
2 Points	The response demonstrates partial program planning skills through designing a personal fitness program. The response includes at least 2 goals consisting of at least one long term and at least one short term goal. The response includes a strategy and/or timeline for most identified goals.
1 Point	The response demonstrates little or no program planning skills through designing a personal fitness program or failure to do so. The response includes less than 2 goals. The response may not include a strategy and/or timeline for identified goals.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.2.3 Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to technology to assess, design, and evaluate a personal activity plan for weight training.

Stimulus Attributes:

Stimulus should focus on preparing a fitness plan with the use of technology.
Stimulus may include assessment, equipment lists, scheduling, goal setting, progression, or knowledge of fitness level as it pertains to strategic planning.
Stimulus should include a variety of types of fitness related technology.

Response Attributes:

Responses may focus on preparing a fitness plan with the use of technology.
Reponses should include specific activity, numbers of sets and repetitions.
Responses may include specific assessments, goals, relapse prevention, and or technology measurement tools.

Sample Item:

George wants to participate in an aerobics program to gain stamina and decrease his body mass index (BMI). George talked to Jose who mentioned that he should track how far he walks in a step aerobics class each day as well as taking measurements of his body fat. Which technology can **BEST** be used to track his walking distance and what device can be used to take measurements of his body fat?

A. heart monitor and use calipers
* B. pedometer and use calipers
C. heart monitor and use a scale
D. pedometer and use a scale

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.2.4 Apply the principles of training and conditioning in accordance with personal goals.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to principles of training and conditioning according to personal goals related to weight lifting.

Stimulus Attributes:

Stimulus may address principles of weight training including, but not limited to, overload, plyometric, periodization, super-sets, isotonic reversals, progression, specificity, and F.I.T.T.
Stimulus may include terminology related to the principles of training.
Stimulus may include strategies and techniques related to the principles of training.

Response Attributes:

Responses should relate to principles of resistance training.
Responses may address principles of weight training including, but not limited to, overload, plyometric, periodization, super-sets, isotonic reversals, progression, specificity, and F.I.T.T.
Responses may include terminology related to the principles of training.
Responses may include strategies and techniques related to the principles of training.

Sample Item:

What is the method of strength and power training that involves an eccentric loading of muscles and tendons followed immediately by an explosive concentric contraction in order to achieve a personal goal of increasing power and strength?

* A. plyometric
B. periodization
C. super-sets
D. isotonic reversals

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Lifetime Fitness

Standard: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

Benchmark: PE.912.L.2.7 Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address various basic fitness assessments, weight training movements, training principles, and supportive concepts.

Stimulus Attributes:

Stimulus should relate to individual wellness planning.
Stimulus may be limited to specific fitness assessments; pre-qualifying questions; types of weight training lifts; and emotional, social, environmental, and/or mental wellness.

Response Attributes:

Responses may address a variety of personal wellness assessments.
Responses may be specific interventions or specific assessments.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Stimulus: John has recently developed a stress fracture of his right shin. His doctor has advised him to reduce impact on the shin while continuing reasonable exercise to the point of mild discomfort. Which choice would help John to change his individual wellness plan given the injury while meeting the recommendation of the doctor?

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Choice A	60 minutes treadmill	45 minutes treadmill	60 minutes cycling	REST	REST	60 minutes treadmill	60 minutes cycling
Choice B	45 minutes weight training & 15 minutes treadmill	60 minutes elliptical	30 minutes high impact aerobics & 30 minutes strength training	60 minutes strength training	REST	45 minutes treadmill & 15 minutes elliptical	REST
Choice C	60 minutes interval running	30 minutes treadmill & 30 minutes cycling	60 minutes strength training	45 minutes treadmill & 15 minutes interval running	30 minutes strength training & 30 minutes cycling	REST	REST
Choice D	30 minutes yoga & 30 minutes pilates	45 minutes cycling	30 minutes strength training & 30 minutes swimming	REST	60 minutes elliptical	30 minutes yoga & minutes pilates	REST

A. Choice A
B. Choice B
C. Choice C
* D. Choice D

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.5 Apply strategies for self-improvement based on individual strengths and needs.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address various basic fitness assessments, weight training movements and pre-qualifying medical questions that demonstrate readiness.

Stimulus Attributes:

Stimulus may address a variety of individual fitness assessments.
Stimulus may be restricted to strategies for self-improvement.
Stimulus may include terminology related to fitness self-improvement .

Response Attributes:

Responses may address a variety of individual fitness assessments.
Responses may be restricted to strategies and interventions for self-improvement.
Responses may include terminology related to fitness self-improvement.

Sample Item:

John is trying to tone up his muscles, especially his abs, for the upcoming summer beach season. What strategy would be **BEST** for him to tone up his abs?

A. do 100 ab crunches each day and jog for at least 45 minutes each day
B. participate in yoga stretching and pilates for 30 minutes five days a week
C. swim for 3o minutes followed by running for 30 minutes each day for five days of the week
* D. train with high repetitions of a very light weight and supplement with abdominal crunches

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.12 Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should address various basic strength building movement specific to each of nine large muscle groups, cardio-respiratory/muscular endurance building activities, and knowledge of intermediate level progression and/or workout design.

Stimulus Attributes:

Stimulus may consider specific strength or endurance exercises.
Stimulus should be restricted to strength building major muscle group exercises.
Stimulus should include terminology and techniques related to muscular strength and endurance.

Response Attributes:

Responses may consider specific strength or endurance exercises.
Responses should be restricted to strength building major muscle group exercises.
Responses should include terminology and techniques related to muscular strength and endurance.
Responses may be related to individual resistance building exercises or individual endurance building activities.

Sample Item:

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Item Specifications

Task: Select and perform at least three complex movements using at least three different pieces of equipment. Movements performed must be designed to improve or maintain muscular strength and endurance.

Rubric:

4 Points	The performance demonstrates thorough and comprehensive knowledge of complex movements and equipment use. The performance successfully introduces at least three complex movements that are designed to improve or maintain muscular strength and endurance. The performance includes the use of a variety (at least three) of different types of equipment.
3 Points	The performance demonstrates knowledge of complex movements and equipment use. The performance successfully introduces at least two complex movements that are designed to improve or maintain muscular strength and/or endurance. The performance includes the use of a variety (at least three) of different types of equipment.
2 Points	The performance demonstrates partial knowledge of complex movements and equipment use. The performance successfully introduces at least one complex movement that is designed to improve or maintain muscular strength and/or endurance. The performance includes the use of less than two different types of equipment.
1 Point	The performance demonstrates little to no knowledge of complex movements and equipment use. The performance does not successfully introduce at least one complex movement that is designed to improve or maintain muscular strength or endurance. The performance includes the use of less than two different types of equipment.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.13 Perform a student designed cardiorespiratory enhancing workout.

Depth of Knowledge: Low Complexity

Item Types: Performance Task

Content Limits: Items should address various basic large muscle groups, cardio-respiratory/muscular endurance building activities, and demonstrating knowledge of workout design. The item may be limited to choice of exercise, order of exercise, resistance used, training volume, rest intervals, repetition velocity, and training frequency.

Stimulus Attributes:

Stimulus may include components of cardio-respiratory or muscular endurance activities. Stimulus may include specific principles of exercise such as fitness, perceived exertion, heart rate calculation, regularity, and ability to participate in a cardio-respiratory workout.

Response Attributes:

Responses may include components of cardio-respiratory or muscular endurance activities. Responses may include specific principles of exercise such as fitness, perceived exertion, heart rate calculation, regularity, and ability to participate in a cardio-respiratory workout. Responses may reflect workout design, specified aerobic activity, and/or associated principles of training.

Sample Item:

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Course Number: 1501390

Item Specifications

Task: Perform a student designed cardiorespiratory enhancing workout using the appropriate available equipment in your facilities.

Rubric:

4 Points	The performance demonstrates thorough knowledge of cardiorespiratory exercise elements. The performance includes competency and proficiency in all exercises performed.
3 Points	The performance demonstrates knowledge of cardiorespiratory exercise elements. The performance includes competency and proficiency in most of the exercises performed.
2 Points	The performance demonstrates partial knowledge of cardiorespiratory exercise elements. The performance includes competency in one or two exercises and proficiency in a variety of the exercises performed.
1 Point	The performance demonstrates little or no knowledge of cardiorespiratory exercise elements. The performance may not include competency in any exercises, but may include proficiency in one or two of the exercises performed.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.14 Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address basic and/or standard fitness technological measuring devices and stress management regarding maintaining fitness/wellness.

Stimulus Attributes:

Stimulus may address the use of technology measuring and monitoring devises including but not limited to a pedometer, BMI calculating device, blood pressure monitor, calipers, heart rate monitor, goniometer, or iPods to enhance, maintain, or assess fitness, and/or stress management.
Stimulus may relate to technological terminology and devices.
Stimulus may include descriptions of various fitness-related technologies.

Response Attributes:

Responses may address the use of technology measuring and monitoring devises to enhance, maintain, or assess fitness, and/or stress management.
Responses may include technological terminology and devices.
Responses may include descriptions of various fitness-related technologies.

Sample Item:

Which technological device and/or method would you utilize to assess and monitor your body fat percentage?

A. pedometer
B. heart rate monitor
* C. bioelectrical impedance analysis
D. biomarker testing

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.15 Select and apply sports/activity specific warm-up and cool-down techniques.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address various sports activities with the focus on warm-up and cool-down information.

Stimulus Attributes:

Stimulus should include information about warm-up and cool-down activities and exercise preparation.
Stimulus may include terminology related to fitness warm-ups and cool-downs.
Stimulus may include descriptions of various types of fitness warm-ups and cool-downs.

Response Attributes:

Responses may be related to safe and effective warm-up and cool-down activities.
Responses may be associated with preparing for vigorous activity or focus on post-activity.
Responses may include terminology related to fitness warm-up and cool-down activities.

Sample Item:

Which fitness related technique or convention is considered a good practice during the cool-down phase of an exercise session?

* A. hydrate
B. towel off
C. limit the cool-down period to five minutes
D. increase isometric activities

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.16 Apply the principles of training and conditioning to accommodate individual needs and strengths.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address various basic strength building training principles and techniques.

Stimulus Attributes:

Stimulus may focus on the various types of resistance training approaches.
Stimulus may include but not be limited to large muscle groups, cardio-respiratory, or muscular endurance building.
Stimulus may relate to the terms and practices of effective training and conditioning.

Response Attributes:

Responses may focus on the various types of resistance training approaches.
Responses may include but not be limited to large muscle groups, cardio-respiratory, or muscular endurance building.
Responses may relate to the terms and practices of effective training and conditioning.

Sample Item:

Tammy has been riding her bike for 30 minutes a day for about four weeks. Now she feels like this exercise has become easy, so she has decided to ride her bike for 45 minutes a day. Which **BEST** describes the increase in time associated with cycling?

* A. principle of progression
B. principle of rest and recovery
C. principle of specificity
D. principle of training

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.33 Practice complex motor activities in order to improve performance.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include motor activities specific to fitness and training activities.

Stimulus Attributes:

Stimulus may reflect descriptions of specific complex motor skills.
Stimulus may include strategies to improve complex motor skills.
Stimulus may incorporate strategies for varied exercise motor skills.

Response Attributes:

Responses may reflect descriptions of specific complex motor skills.
Responses should include demonstration of strategies and techniques to improve complex motor skills.
Responses may incorporate strategies used in various exercise routines.
Responses may include charts and drawings.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Task: Participate in the action of yoga stretching. Focus should be given to the mechanics of the plank pose to improve balance and core strength. Improvement in performance will be measured between posing five times for 30 seconds, receiving feedback on performance/mechanics, then posing for another five times.

Rubric:

4 Points	The student is able to hold a proper plank pose for 30 seconds on nine or more of the 10 stretches. The student shows improvement between the first set and second set of poses.
3 Points	The student is able to hold the plank pose for 30 seconds on seven or more of the 10 stretches. The student shows improvement between the first set and second set of poses.
2 Points	The student is able to hold the plank pose for 30 seconds on four or more of the 10 stretches. The student may not show improvement between the first set and second set of poses.
1 Point	The student is not able to hold a plank pose for 30 seconds on six or more of the 10 stretches. The student may not show improvement between the first set and second set of poses.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.34 Demonstrate use of the mechanical principles as they apply to specific course activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include sequential knowledge of intermediate level weight training form and safety protocols.

Stimulus Attributes:

Stimulus may address mechanical principles of proper weight training techniques.
Stimulus may include but not be limited to foot alignment, posture, equipment alignment, and positioning.
Stimulus may include terminology related to proper weight training protocols and procedures.
Stimulus may include the demonstration of knowledge of mechanical principles.

Response Attributes:

Responses may address mechanical principles of proper weight training techniques.
Responses may include but not be limited to foot alignment, posture, equipment alignment, and positioning.
Responses may include terminology related to proper weight training protocols and procedures.

Sample Item:

In reaching the top position in the side lateral raise movement, the proper technique for performing this activity would result in what position of your thumbs?

A. They are parallel to the floor.
B. They are pointed in the same direction as the fingers.
C. They are pointed downward at a 30 to 45 degree angle.
* D. They are pointed slightly upward at a 30 to 45 degree angle.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).

Benchmark: PE.912.M.1.35 Select proper equipment and apply all appropriate safety procedures necessary for participation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address fitness and training related topics.

Stimulus Attributes:

Stimulus may include descriptions of appropriate and safe use of athletic equipment.
Stimulus may include equipment related to various fitness activities.
Stimulus may include charts, diagrams, or pictures.

Response Attributes:

Responses may include identification of appropriate and safe use of athletic equipment.
Responses may include names of equipment related to various fitness and training activities.
Responses may include charts, diagrams, or pictures of sports equipment.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Task: You are getting ready to participate in a spin class. Select the proper equipment to participate in the class and apply all appropriate safety procedures before, during, and after utilizing the equipment.

Rubric:

4 Points	The student demonstrates thorough and comprehensive understanding of the equipment necessary to participate in the spin class. The student performs all of the necessary safety procedures before, during, and after using the equipment. Safety procedures include, but are not limited to: checking the seat height, ensuring the seat is tight, and ensuring the bike is in good working order.
3 Points	The student demonstrates understanding of the equipment necessary to participate in the spin class. The student performs at least five of the necessary safety procedures before, during, and/or after using the equipment.
2 Points	The student demonstrates a partial understanding of the equipment necessary to participate in the spin class. The student performs at least two of the necessary safety procedures before, during, and/or after using the equipment.
1 Point	The student demonstrates a partial understanding of the equipment necessary to participate in the spin class. The student performs less than two of the necessary safety procedures before, during, and/or after using the equipment.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Responsible Behaviors and Values

Standard: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark: PE.912.R.1.4 Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include appropriate personal, social, and ethical behaviors as they relate to physical activities.

Stimulus Attributes:

Stimulus may address acceptable personal and social behaviors in a fitness or wellness, health club or athletic environment.
Stimulus may include the social cognitive theory.

Response Attributes:

Responses should address acceptable personal and social behaviors in a fitness or wellness, health club or athletic environment.
Responses may include the social cognitive theory.

Sample Item:

Chris is lifting weight so he has asked Tim to spot him. During Chris' third set Tim is asked to spot Fred with a heavy weight. What is the **BEST** ethical choice for Tim to make?

A. Tim should remain with Chris for the remainder of the class.
* B. Tim should remain with Chris for the remainder of the set.
C. Tim can join Fred as long as Tim is okay with his weights.
D. Tim can join Fred as soon as another spotter joins Tim.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Responsible Behaviors and Values

Standard: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark: PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should include appropriate care of equipment, respect for facilities, and safe behaviors as they relate to fitness activities.

Stimulus Attributes:

Stimulus scenarios may include the proper or improper maintenance of weight training and fitness equipment and facilities.
Stimulus scenarios may include appropriate or inappropriate etiquette in a weight training and fitness facility.

Response Attributes:

Responses may include correct or incorrect maintenance or etiquette actions.
Responses may include specific weight room etiquette and safety procedures.

Sample Item:

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Task: Your gym has two treadmills, you are on one and the other is out of order. You are currently half way through your two hour jogging session. Another student has entered the area and noticed that the other treadmill is out of order. Demonstrate appropriate etiquette in this situation.

Rubric:

4 Points	The student demonstrates thorough and comprehensive understanding of proper etiquette while using a treadmill. The response includes demonstrating all aspects of etiquette including, but not limited to acknowledging the other person, shortening your routine to allow them access to the equipment, and wiping down the equipment when done. The response includes the correct and appropriate etiquette for the situation.
3 Points	The student demonstrates correct understanding of proper etiquette while using a treadmill. The response includes demonstrating at least two aspects of etiquette including, but not limited to acknowledging the other person, shortening your routine to allow them access to the equipment, and wiping down the equipment when done. The response includes the correct and appropriate etiquette for the situation.
2 Points	The student demonstrates partial understanding of proper etiquette while using a treadmill. The response includes demonstrating at least one aspect of etiquette. The response may not include the correct and/or appropriate etiquette for the situation.
1 Point	The student demonstrates little to no understanding of proper etiquette while using a treadmill. The response does not include demonstrating at least one aspect of etiquette. The response does not include the correct and/or appropriate etiquette for the situation.

Course Name: Comprehensive Fitness
Course Number: 1501390

Item Specifications

Strand: Responsible Behaviors and Values

Standard: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark: PE.912.R.2.3 Explore the role of games, sports, and /or physical activities in other cultures.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address games and sport activities relating to different cultures.

Stimulus Attributes:

Stimulus may describe scenarios that demonstrate sporting events from different cultures or countries.
Stimulus may include scenarios or stories of sporting events in other cultures.
Stimulus may include internet research about sports in other cultures.

Response Attributes:

Responses may describe scenarios that demonstrate sporting events from different cultures or countries.
Responses may include scenarios or stories of sporting events in other cultures.
Responses may include internet research about sports in other cultures.

Sample Item:

The triathlon consists of three fitness oriented activities including swimming, cycling, and running. Duathlon is a version of the triathlon that began in England. Which two fitness activities are part of a duathlon?

A. swimming and canoeing
* B. cycling and running
C. 400 meter run and 3,000 meter run
D. trail running and mountain biking