

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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 include, but are not limited to, aerobic, anaerobic, health-related fitness components, and physical fitness related concepts and activities.

**Stimulus Attributes:**

Stimulus should address unknown words and words or phrases that have multiple meanings, given a range of content.

**Response Attributes:**

Responses should include, but are not limited to, aerobic, anaerobic, flexibility, muscular strength and endurance, body composition, cardiovascular fitness.

Responses may include definitions of unknown words.

Responses may include strategies for determining meaning of unknown words.

Responses may clarify unknown words.

Responses may use words correctly or incorrectly in sentences.

**Sample Item:**

Mary designed a circuit-training program that included a series of exercises using light weights and short periods of rest. Of the options below, which sentence uses **circuit** in the same way?

- A. The high school tennis team plays in the Florida Tennis circuit.
- B. The bike riders completed three circuits around the course.
- \* C. The city developed an aerobic circuit of activities at Riverside Park.
- D. The teacher circuited through the gym to instruct students.

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## **Item Specifications**

**Subject Area:** CCSS: English Language Arts

**Strand:** Reading Standards for Literacy in Science and Technical Subjects Literature

**Standard:** Craft and Structure

**Benchmark:** 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 include, but not be limited to, aerobic, anaerobic, health-related fitness components, and physical fitness related concepts and activities. Items may include concepts such as blood pooling, target heart rate, resting and maximum heart rate. Items should be limited to scientific or technical texts relevant to grade 11–12 fitness topics.

### **Stimulus Attributes:**

Stimulus may include a fitness-related scientific or technical text.

Stimulus should address various key terms, symbols and fitness related words and phrases.

Stimulus may include a scenario related to fitness topics.

Stimulus should contain clear and sufficient context for determining the use and meaning of the assessed word or symbol.

Stimulus may include examples of domain-specific words and phrases.

Stimulus may include illustrations with captions, graphics, and charts.

### **Response Attributes:**

Responses may be related to maximum, resting and target heart rate, moderate to vigorous physical activity, aerobic, anaerobic, and health and skill-related components of fitness.

Responses may include meanings of the assessed symbol, word or phrases that are correct but are not appropriate for the context surrounding the word or phrases.

Responses may include incorrect meanings of the assessed word or phrases.

Responses may include statements using similar uses of a health vocabulary word.

Responses may include details drawn from the text but unrelated to the assessed phrases or test item.

### **Sample Item:**

## **Item Specifications**

During aerobic exercise, the human body utilizes oxygen to generate energy. However, during some activities, the human body requires energy production faster than the body can adequately deliver oxygen. During *anaerobic exercise*, the oxygen moving towards the muscles is limited, so glucose becomes the main source of energy. The glucose is broken down into a substance called pyruvate. The body temporarily converts pyruvate into a substance called lactate. The lactate allows glucose to break down and energy production to continue.

According to the passage, how is energy generated in *anaerobic exercise*?

- \* A. Lactate interacts with glucose.
- B. Glucose is broken down by lactate.
- C. Pyruvate metabolizes the oxygen.
- D. Oxygen helps break down the glucose.

## **Item Specifications**

**Strand:** Statistics and Probability

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

**Benchmark:** MACC.9-12.S-ID.2 Use statistics appropriate to the shape of the data distribution to compare 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 include, but not be limited to, aerobics and physical fitness related activities and topics. Data should be related to topics covered in Fitness Lifestyle Design. Items may require some basic calculations, but should not require more advanced statistical calculations.

**Stimulus Attributes:**

Stimulus should address topics related to health, wellness, physical activity and physical fitness.  
Stimulus should include data presented in a graph, chart, or table.

**Response Attributes:**

Responses may include answers that can be found in the data provided.  
Responses may summarize the data represented in the stimulus.  
Responses may compare statistics from data sets.

**Sample Item:**

Jessica's class participates in FITNESSGRAM®. They do the PACER assessment every 6 weeks in her class. Jessica and her friend Sarah decide to track their progress and compare their scores at the end of the semester. Here are their results:

	Jessica's Results (# of laps)	Sarah's Results (# of laps)
Beginning of Semester	40	38
Middle of Semester	42	43
End of Semester	45	44

Based on their data, how do Jessica's scores compare to Sarah's?

- A. Jessica averaged fewer laps than Sarah did.
- B. Jessica had a larger range of scores than Sarah.
- \* C. Jessica's median score was lower than Sarah's.
- D. Jessica's final result was worse than Sarah's.

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**Strand:** Cognitive Abilities

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

**Benchmark:** PE.912.C.1.7 Evaluate the effectiveness of specific warm-up and cool-down activities.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should include, but not be limited to, warm-up and cool-down specific activities used in physical education.

**Stimulus Attributes:**

Stimulus may include scenarios describing participation in warm-up and cool-down activities.

Stimulus should address different types of warm-up and cool-down fitness activities.

Stimulus may include different types of stretching activities including their benefits and risks.

Stimulus may include safety considerations used during a warm-up or cool-down activity.

Stimulus may include video clips, pictures, or descriptions of various warm-up and cool-down activities.

Stimulus may include tables, charts or diagrams.

**Response Attributes:**

Responses may include names of or descriptions of specific types of warm-up or cool-down activities.

Responses may include the following, but are not limited to: warm-up, cool-down, ballistic, static, and dynamic stretching; resting and recovery heart rates; tendons and ligaments; and flexibility.

Responses may include evaluations of warm-up and cool-down activities.

**Sample Item:**

## **Item Specifications**

Stimulus: Johnny's resting heart rate is 70. He wears a heart rate monitor when he exercises to ensure he is training in the proper zone. Johnny is running a 5K today which starts less than a mile from his house. He doesn't want to tire himself out for the race, so he decides to walk there for his warm up. When he arrives, his heart rate is 80.

Write a short paragraph evaluating his warm up. How effective was his choice to walk to the starting line as a warm up? Support your evaluation with examples and details.

Rubric:

- |          |  |
|----------|--|
| 4 Points | Response provides a thorough evaluation of Johnny's warm up. Response includes an accurate determination of the effectiveness of his warm up, and relevant support for his/her opinion. Response describes how Johnny's heart rate has not increased enough, and provides examples of alternatives for Johnny. |
| 3 Points | Response provides an evaluation of Johnny's warm up. Response states an opinion about the effectiveness of his warm-up. Response includes some accurate and relevant details or examples to support the opinion. The description may contain minor errors.   |
| 2 Points | Response provides a partial evaluation of Johnny's warm up. Response states an opinion about the effectiveness of his warm up. Response provides limited accurate details and examples to support the opinion. The description may contain multiple errors.  |
| 1 Point  | Response is minimal and vague and only states the student's opinion. The description may contain major errors.   |

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## **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.1.10 Analyze long-term benefits of participating in regular physical activity.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address long-term physical, social, and emotional benefits of regular physical activity.

**Stimulus Attributes:**

Stimulus may include scenarios of long-term participation in physical activity.

Stimulus should address benefits of long term participation in physical activity and various activity choices that are available.

**Response Attributes:**

Responses should include the long term benefits of participation in physical activity.

Responses may include physiological and/or psychological benefits of physical activity.

**Sample Item:**

## **Item Specifications**

Stimulus: Roy played football and ran track while he was in high school. After graduation, Roy continued to play flag football in a local league and ran four days a week. He is now 30 years old and has continued his physical activity routine. Analyze and describe five potential physical or emotional benefits that Roy is likely to have experienced as a result of his continued physical activity routine.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response demonstrates a thorough understanding of the benefits of physical activity by clearly and correctly describing five physical or emotional benefits. The description includes five correct major benefits and is written with few or only minor errors. |
| 3 Points | The response demonstrates a partial understanding of the benefits of physical activity by describing five physical or emotional benefits. The description may have minor errors in the benefits or the description may be somewhat unclear.                         |
| 2 Points | The response demonstrates a minimal understanding of the benefits of physical activity by describing less than five physical or emotional benefits. The description may have many errors in the benefits or the description may be somewhat unclear.                |
| 1 Point  | The response demonstrates a poor understanding of the benefits of physical activity by describing less than five physical or emotional benefits. The benefits may be incorrect, the description may contain major errors, or the description may be very unclear.   |



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**Strand:** Cognitive Abilities

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

**Benchmark:** PE.912.C.1.13 Document food intake, calories consumed, and energy expended through physical activity and analyze the results.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address nutritional topics as they relate to physical fitness activities. Items may require the use of tools and resources that assist in calorie calculations. Items may require selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus should address calorie consumption, expenditure through exercise (energy), and basic nutritional facts.

Stimulus may include menus, charts, or graphs that display numerical data as it relates to caloric or energy expenditure.

Stimulus may include scenarios that require students to perform calculations commonly associated with Fitness Lifestyle Design coursework.

**Response Attributes:**

Responses should include but not be limited to calorie consumption, energy expenditure, and nutrition.

Response may include a journal or log that includes dietary consumption and/or physical activity records.

Response should NOT include nutritional or physical fitness definitions.

Response may include an analysis of real or mock documentation of food intake, calories consumed, and energy expended.

**Sample Item:**

## Item Specifications

Stimulus: Christina is a 16-year-old female. She calculated that she should eat about 2200 calories per day to maintain her current weight. However, she would like to lose five pounds over the next month. She documented her food intake and calories expended for a week. Examine her data. If she continues to eat a comparable amount of calories and exercise this much, will she meet her goal to lose five pounds over the next month? In 2-3 paragraphs, explain why or why not.

<b>Christina's food and activity log:</b>			
<b>Day of the week</b>	<b>Meal</b>	<b>Calories Consumed</b>	<b>Activity level</b>
Monday	Breakfast	650	Moderate; burned 300 calories
	Lunch	700	
	Dinner	800	
Tuesday	Breakfast	500	Minimal; burned 100 calories
	Lunch	725	
	Dinner	1100	
Wednesday	Breakfast	300	Minimal; burned 100 calories
	Lunch	850	
	Dinner	1200	
Thursday	Breakfast	700	Moderate; burned 350 calories
	Lunch	900	
	Dinner	825	
Friday	Breakfast	500	Moderate; burned 300 calories
	Lunch	750	
	Dinner	1100	
Saturday	Breakfast	650	Minimal; burned 50 calories
	Lunch	500	
	Dinner	950	
Sunday	Breakfast	525	Minimal; burned 100 calories
	Lunch	675	
	Dinner	1000	

## **Item Specifications**

**Rubric:**

4 Points	Response includes a thorough analysis of Christina's eating and activity log. Response accurately explains whether or not Christina will meet her weight loss goal. Response provides relevant details and examples to support his/her opinion. Student references the calories consumed and calories expended in the response.
3 Points	Response is an analysis of Christina's eating and activity log. Explanation of whether or not Christina will meet her weight loss goal is mostly accurate. Response provides some details and examples to support his/her opinion. Student references the calories consumed and calories expended in the response. The response may contain minor errors or may be slightly unclear.
2 Points	Response is a partial analysis of Christina's eating and activity log. Explanation of whether or not Christina will meet her weight loss goal is partially accurate. Response provides few details and examples to support his/her opinion. Student may not reference calories consumed and calories expended in the response. The response may contain multiple errors and may be unclear.
1 Point	Response is a poor analysis of Christina's eating and activity log. Explanation of whether or not Christina will meet her weight loss goal is inaccurate. Response provides limited or no details and examples to support his/her opinion. Student does not reference the calories consumed and calories expended in the response. The response may contain major errors and may be very unclear.

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**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 address appropriate technology available to analyze physical fitness data. Items may require the selection of appropriate technology and/or require the use of technology to analyze data.

**Stimulus Attributes:**

Stimulus may include a variety of technical devices that can evaluate performance.

Stimulus may include graphs, charts, tables, and diagrams to present data.

Stimulus should not require the computation of data.

Stimulus may include the comparison of performance data.

Scenarios may be used to describe settings in which technology may be used in fitness activities.

**Response Attributes:**

Responses may include correct and incorrect data interpretations.

Responses may include correct and incorrect technical devices commonly used in weight training.

**Sample Item:**

Which is the **MOST** accurate procedure to use when performing a body composition analysis?

- A. bioelectrical impedance
- B. body mass index
- C. skinfold measuring
- \* D. underwater weighing

## **Item Specifications**

### **Sample Item 2:**

**Stimulus:** Describe how one would use skinfold calipers to measure body fat percentage. Assume that you are taking three measurements. Explain where the measurements should be taken, why these are the best locations, and how to take the measurements.

### **Rubric:**

4 Points	Response shows a thorough understanding of the process for using skinfold calipers. Student accurately describes the process, selects the appropriate sites for taking the measurements, and explains why these are the best locations. Student provides relevant details and examples and response is virtually error-free.
3 Points	Response shows understanding of the process for using skinfold calipers. Student accurately describes the process, but may leave out several minor details. Student selects the appropriate sites for taking the measurements but may not thoroughly explain why these are the best locations. Student provides some details and examples and response contains few errors. There may be minor errors in the student explanation.
2 Points	Response shows partial understanding of the process for using skinfold calipers. Student somewhat accurately describes the process, but leaves out many details. Student selects some appropriate sites for taking the measurements but may not explain why these are the best locations. Student provides limited details and examples and response contains numerous errors. There may be multiple details in the student explanation.
1 Point	Response is minimal and vague and shows poor understanding of how to use skinfold calipers. Response contains many major errors and inaccuracies.

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## **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.1.24 Analyze the mechanical principles as they apply to specific course activities.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address topics, issues and mechanical principles as they relate to the coursework of Fitness and Lifestyle Design. Mechanical principles may include: force, balance, stability, and momentum.

**Stimulus Attributes:**

Stimulus may include scenarios which describe specific exercises common to physical fitness.

Stimulus may include mechanical principles related to fitness activities.

**Response Attributes:**

Responses may include correct or incorrect analysis of the mechanical principles as they apply to specific exercises.

**Sample Item:**

## **Item Specifications**

Stimulus: Observe a partner swinging a baseball bat to hit a ball. In writing, explain how your partner's motions absorb and apply force and use balance, stability, and momentum while performing the activity.

Rubric:

- |          |  |
|----------|--|
| 4 Points | Response provides a thorough explanation of how their partner is absorbing and applying force and using balance, stability, and momentum while hitting the ball. Response includes relevant details and evidence to support the explanation. Explanation is clear and contains few errors. |
| 3 Points | Response provides an accurate explanation of how their partner is using three of the four principles. Response includes some details and evidence to support the explanation. There may be minor errors in the explanation.  |
| 2 Points | Response provides an accurate explanation of how their partner is using two of the four principles. Response includes limited details. There may be multiple errors in the explanation.  |
| 1 Point  | Response provides a poor explanation of how their partner is absorbing and applying force and using balance, stability, and momentum while hitting the ball. Response is minimal and vague. Response is inaccurate, containing many errors.  |

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## 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.1.25 Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address risks, safety, rules and equipment as they relate to fitness activities associated with the coursework of Fitness Lifestyle Design.

### Stimulus Attributes:

Stimulus may include scenarios related to various risks that can occur during exercise or other fitness activities.

Stimulus may include safety procedures associated with gyms or sport facilities.

Stimulus may include both correct and incorrect applications of safety rules.

Stimulus may include a diagram of correct and incorrect safety procedures.

Stimulus may include images, graphics, or video clips.

Stimulus may include charts, graphs, or tables.

### Response Attributes:

Responses may include any of the following: warm-up, cool-down, pulse, heart rate (maximum, target, resting), overtraining, hydration, alignment, proper attire, basic rules and various equipment necessary for participation in physical activity.

Responses may include outcomes of safety violations.

Responses may include outcomes of techniques.

Responses may include evaluations of potential risks, rules, or equipment.

### Sample Item:

John can bench press 200 pounds and can shoulder press 150 pounds. The gym requires all lifters to have a spotter. Who would be the best spotter for John?

- A. Janet, who attends the gym at the same time using the machines
- B. Samuel, who lifts less weight at the gym during the same time
- C. Suzanna, the fitness instructor at the gym
- \* D. Josh, who lifts the same amount of weights



## **Item Specifications**

### **Sample Item 2:**

**Stimulus:** Janice is enrolled in an online Fitness Lifestyle Design course. As part of the course, she must maintain a health-enhancing level of physical fitness. She rollerblades after school to meet that requirement. Today, she left her house later than usual, wearing dark clothes and no helmet or other protective equipment. She also forgot her identification at home. Analyze Janice's situation and explain the potential risks that she faces. Provide suggestions for how Janice could be safer.

### **Rubric:**

<b>4 Points</b>	Response shows thorough understanding of the potential risks that Janice faces. Response includes relevant details and examples. Response provides at least three accurate suggestions for how Janice could be safer.
<b>3 Points</b>	Response shows understanding of some of the potential risks that Janice faces. Response includes some details and examples. Response provides two accurate suggestions for how Janice could be safer. There may be minor errors in the details or explanations.
<b>2 Points</b>	Response shows partial understanding of the potential risks that Janice faces. Response includes limited details and examples. Response provides one accurate suggestion for how Janice could be safer. There may be multiple errors in the details or explanations.
<b>1 Point</b>	Response shows poor understanding of the potential risks that Janice faces. Response is minimal and vague. Response provides no accurate suggestions for how Janice could be safer.

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**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 correcting mechanical errors in fitness activities. Items may require selection of appropriate ideas or written/spoken expression of ideas.

**Stimulus Attributes:**

Stimulus may describe skill pattern movements, techniques, posture, etc.

Stimulus should address correct mechanical principles as they relate to various physical activities.

Stimulus may include a scenario involving physical fitness mechanical principles.

Stimulus may include video clips or graphics.

**Response Attributes:**

Responses may include correct or incorrect body positions, posture, techniques and skill patterns necessary for participation in various physical activities.

Responses may include correct or incorrect consequences of improper body positions, posture, techniques and skill patterns necessary for participation in various physical activities.

Responses may include correct or incorrect recommendations for correcting mechanical errors.

**Sample Item:**

George started running and noticed that the outside soles of his running shoes are wearing out faster than the inside soles. What is the likely cause and solution to this problem?

- \* A. George is supinating and needs shoes to correct his foot strike.
- B. George is running on a hard surface and needs to start running on grass.
- C. George is logging too many miles and needs to replace his running shoes.
- D. George needs to change the direction he runs around the track for half of the time.

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**Strand:** Cognitive Abilities

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

**Benchmark:** PE.912.C.1.27 Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address movement skills used during physical activities as they relate to one another.

**Stimulus Attributes:**

Stimulus should address movement skills related to fitness activities.

Stimulus may include different types of movement skills associated with various types of physical activities.

Stimulus may include scenario to compare different movement skills.

**Response Attributes:**

Responses may include movement skills.

Responses may describe how a movement skill transfers to a physical activity.

Responses may include comparisons of movement skills.

Responses may identify how movement skills transfer between activities.

**Sample Item:**

## **Item Specifications**

Stimulus: Sandra enjoys participating in triathlons and climbing on a rock climbing wall. How do movement skills from triathlons transfer to rock climbing? Write one to two paragraphs comparing how the movement skills in triathlons can be transferred and used when climbing on a rock climbing wall. Include in your explanation at least one similarity and one difference.

Rubric:

- |          |   |
|----------|---|
| 4 Points | The response provides a thorough analysis of how the movement skills in triathlons transfer to rock climbing. The response accurately addresses at least one similarity and one difference. Response is supported by many relevant details and is virtually error-free. |
| 3 Points | The response provides an analysis of how the movement skills in triathlons transfer to rock climbing. The response accurately addresses one similarity and one difference, but the response is lacking some detail.   |
| 2 Points | The response provides a partial analysis of how the movement skills in triathlons transfers to rock climbing. The response accurately addresses either only one similarity or one difference. Response includes limited details.  |
| 1 Point  | The response provides a poor analysis of how the movement skills in triathlons transfer to rock climbing. The response fails to accurately address a similarity or difference. The response is minimal and vague, and includes many inaccuracies.                       |

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## **Item Specifications**

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.1.1 Participate in a variety of physical 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 knowledge of activities that promote moderate to vigorous physical activity (MVPA) levels. Participation may include the selection or description of behaviors required to participate or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus should address knowledge of a variety of activities that provide moderate to vigorous physical exertion and the necessary amount of time spent engaged in activity.

**Response Attributes:**

Responses may include moderate to vigorous physical activities (MVPA): i.e. aerobic activities, 20 - 30 minutes per session.

Response may include descriptions of a variety of activities that meet the moderate to vigorous physical criteria.

Responses may include activities of correct or incorrect intensity levels.

Responses may include logs, journals, or other evidence of participation.

**Sample Item:**

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Stimulus: Create a sample weekly activity plan for you or another classmate. Include in your plan a variety of activities learned in the Fitness Lifestyle Design Course. Describe the activities done each day, including the duration and at what intensity. The activity log should demonstrate regular participation in a variety of activities outside of Physical Education class that meet the recommended number of minutes of moderate to vigorous physical activity (MVPA).

Rubric:

4 Points	The response demonstrates a thorough understanding of moderate to vigorous physical activity by creating a plan that incorporates correct and varied activities for the correct amount of time and for the appropriate number of days. The descriptions of the activities are thorough and clear.
3 Points	The response demonstrates understanding of moderate to vigorous physical activity by creating a plan that incorporates correct and varied activities for the correct amount of time and for the appropriate number of days. The descriptions of the activities are somewhat clear. The plan may have a few inaccuracies.
2 Points	The response demonstrates partial understanding of moderate to vigorous physical activity by creating a plan that incorporates some of the following: correct and varied activities for the correct amount of time and for the appropriate number of days. The description includes the selection of partially correct and varied activities. The time may be less than required or the description of the activities is generally unclear. The plan has some inaccuracies.
1 Point	The response demonstrates a poor understanding of moderate to vigorous physical activity by creating a plan that minimally incorporates the following: correct and varied activities for the correct amount of time, for the appropriate number of days. The description is missing or includes the selection of generally incorrect activities that lack variety. The time may be less than required or the description of the activities is generally unclear. The plan has many inaccuracies.

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## **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:** Multiple Choice, Performance Task

**Content Limits:** Items should include various types of effective stress management. Participation may include the selection or description of behaviors required to participate or performance of the required behaviors.

**Stimulus Attributes:**

Stimulus may require participation in activities that promote effective stress management.  
Stimulus may ask for identification of activities that promote effective stress management.

**Response Attributes:**

Responses may include vocabulary such as: distress, relaxation techniques, yoga, positive coping strategies.  
Responses may identify correct or incorrect activities that promote stress management.  
Responses may be proof of participation in activities that promote stress management.  
Responses may include a demonstration of stress-management activities.

**Sample Item:**

## **Item Specifications**

Task: Identify three activities you have learned in the Fitness Lifestyle Design course that help you relieve stress. Participate in these activities for one week. After that week, decide which activity was most effective as a stress reliever for you. Create a PowerPoint presentation for the class, explaining the activity, showing your participation in the activity, and describing how it helped you manage stress. Lead the class in a demonstration of the activity, if space and equipment allows.

**Rubric:**

4 Points	Student presentation shows a thorough understanding of effective stress management. Presentation accurately and thoroughly explains the activity, and describes how it helps to manage stress. Student may lead the class in a demonstration of the activity if possible.
3 Points	Student presentation shows an understanding of effective stress management. Presentation accurately explains the activity, and clearly describes how it helps to manage stress. There may be minor inaccuracies in the description of the activity.
2 Points	Student presentation shows partial understanding of effective stress management. Presentation somewhat accurately explains the activity, may show evidence of the student participating in the activity, and partially describes how it helps to manage stress. Presentation is somewhat clear. The presentation may contain multiple inaccuracies in the description and in the explanation of the stress benefit.
1 Point	Student presentation shows poor understanding of effective stress management. Presentation briefly explains the activity, shows no evidence of the student participating in the activity, and does not accurately describe how it helps to manage stress. There may be inaccuracies in the description of the activity.



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## **Item Specifications**

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.1.4 Utilize the in-school and community opportunities for participation in a variety of physical activity.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address physical activity opportunities available at community and school venues. Participation may include the selection or description of behaviors required to participate or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus may address various opportunities available in school and in the community for participation in physical fitness activities.

Stimulus may include examples of physical activities available in-school and in the community.

Stimulus may include a scenario related to opportunities for participation in physical activities.

**Response Attributes:**

Responses may include examples of resources to locate opportunities for physical activities.

Responses may relate to various opportunities to participate in physical activities in school or in the community.

Responses may include descriptions or names of in-school and community opportunities.

**Sample Item:**

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **Item Specifications**

Stimulus: Set a fitness lifestyle goal and design a one-month fitness lifestyle plan, to include a variety of physical activities, based on the in-school and community opportunities available to help you meet your goal.

Rubric:

4 Points	Response is a comprehensive plan that utilizes the most appropriate in-school and community opportunities. The activities and opportunities utilized in the plan are appropriate and help the student meet his/her goal.
3 Points	Response is a plan that utilizes some appropriate in-school and community opportunities. The activities and opportunities utilized in the plan are somewhat appropriate and help the student meet his/her goal.
2 Points	Response is a partial plan that utilizes few appropriate in-school and community opportunities. The activities and opportunities utilized in the plan are somewhat inappropriate and may not help the student meet his/her goal.
1 Point	Response is a poor plan that utilizes no appropriate in-school or community opportunities. The activities and opportunities are inappropriate.

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **Item Specifications**

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.1.5 Participate regularly in health-enhancing activities outside the physical education class setting.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items should include health enhancing activities only outside of the classroom. Activities may include, but should not be limited to, physical fitness activities, personal hygiene activities, emotional health-enhancing activities, etc. Participation may include the selection or description of behaviors required to participate or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus may address various facilities' activities, or resources available outside the classroom that are health/fitness enhancing.

Stimulus may include health enhancing activities such as – exercise, nutrition and stress management.

Stimulus may include scenarios which describe health goals.

**Response Attributes:**

Responses may include gyms, weight rooms, fitness centers and personal trainers.

Responses should include knowledge of health enhancing activities outside of the classroom.

Responses may include physical activity and/or a food log journal.

Responses may include strategies for participating in health-enhancing activities.

**Sample Item:**

Lynn wants a more toned body. Which solution would help her to achieve optimum results?

- A. swim once a week at the community pool
- C. play tennis on the weekends with a club team
- D. lift heavy weights every other week with a strong partner
- \* B. attend an aerobics class which incorporates weights daily

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## Item Specifications

**Strand:** Lifetime Fitness

**Standard:** Participate regularly in physical activity.

**Benchmark:** PE.912.L.1.6 Utilize knowledge of the risk and safety factors that may affect physical activity throughout life.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should be limited to safety and risk factors associated with fitness activities. Items may include selections of appropriate ideas or written/spoken expression of ideas.

**Stimulus Attributes:**

Stimulus should address knowledge of the risks and safety factors as it relates to physical activity.

Stimulus may include knowledge of body mass index (BMI), health risk factor profile and lifestyle choices.

**Response Attributes:**

Responses may include examples of risks associated with physical activities common in personal fitness.

Responses may include examples of safety factors associated with physical activities common in personal fitness.

Responses may include proper and improper techniques associated with activities common to personal fitness.

Responses may include warm-up, cool-down, blood pooling, overtraining, and hydration.

**Sample Item:**

Wendy tries to run three days a week for three to five miles. She generally walks at least 10 minutes to cool down. When Wendy is short on time, she tends to skip the cool-down. Why is it necessary for Wendy to include a cool-down in her workout regimen?

- A. to allow muscle fibers to quit twitching
- B. to ensure the workout lasts long enough
- C. to keep the heart rate at a training level
- \* D. to prevent pooling of blood in the extremities

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## 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 individual wellness plans as they relate to enhancing health.

**Stimulus Attributes:**

Stimulus may describe lifestyle changes.

Stimulus should address modifications necessary for participation in physical activity as lifestyle changes occur.

Stimulus may include examples of individual wellness plans.

Stimulus may include pictures, graphs, and charts.

**Response Attributes:**

Responses may describe modifications for a wellness plan.

Responses may include wellness plans, regular check-ups, exercise logs, or fitness evaluations.

**Sample Item:**

As part of her Fitness Lifestyle Design course, Margaret created a wellness plan which would help her develop lifelong healthy eating and exercise habits. Her current wellness plan includes 3 days of tennis, three days per week. Her wellness plan also limits her to 2000 calories per day. Recently, Margaret fell and broke her wrist. Her doctor put her wrist in a cast for several weeks. Based on this information, what is the **BEST** way for Margaret to modify her plan?

- A. Replace the tennis on her plan with walking.
- B. Keep the plan as it is, but remove the tennis.
- C. Take time out from exercising until her health improves.
- \* D. Replace the tennis on her plan with stationary biking.

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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 fitness strategies for self-improvement. Items should address strategies addressed in the Fitness Lifestyle Design curriculum. Items may include selections of appropriate behaviors or demonstration of appropriate behaviors.

### **Stimulus Attributes:**

Stimulus should address fitness strategies for self-improvement, including but not limited to one's own needs and strengths.

Stimulus scenarios may include specific strategies that will improve various fitness needs of the individual.

Stimulus scenario may compare the benefits of fitness strategies, and an individual's fitness needs and strengths.

Stimulus may include graphs or charts.

Stimulus may address how strategies address specific fitness needs.

Stimulus may include images or video clips.

### **Response Attributes:**

Responses may include goals, present fitness levels, fitness education, and the principle of progression.

Responses may include various strategies for improvement that can be applied to fitness training.

Responses may include outcomes of fitness training strategies.

Responses may be fitness needs.

Responses may include demonstrations of strategy or video clips demonstrating strategies.

### **Sample Item:**

## **Item Specifications**

Sean has a goal to increase his stamina so that he can run for longer distances. What strategy is **MOST** appropriate for him to use to help him build his stamina?

- A. instead of driving places, run to them
- B. do cardio exercises multiple times a day
- \* C. increase the distance he runs gradually
- D. run as long and as hard as he can each workout

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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, Moderate Complexity

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items should include three elements of a workout: warm-up, activity, cool-down. A performance may include the selection of correct behaviors or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus may include the steps involved to design and/or participate in a cardiorespiratory fitness workout.

Stimulus scenario may address the body of a complete workout that relates to the following: knowledge of safety, risk factors, equipment, modifications and proper etiquette.

**Response Attributes:**

Responses may include terminology such as: warm-up, workout, cool-down, mechanics, attire, technology, and etiquette.

Responses may include cardiorespiratory enhancing exercises.

Responses may demonstrate order of exercise, resistance used, training volume, rest intervals, repetition velocity and training frequency are all to be considered.

**Sample Item:**

A complete cardiovascular workout would include which sequence of activities?

- \* A. stretching, weight lifting, and moderate walking
- B. moderate jogging, vigorous aerobics, and stretching
- C. vigorous jogging, weight lifting, and stretching
- D. low impact aerobics, stretching, and jogging



## **Item Specifications**

Sample Item 2:

Task: Design and perform a 25 minute exercise program that would enhance your cardiovascular system. Use a variety of cardiovascular enhancing activities and exercises, and provide possible adaptations for others following the program with various levels of fitness.

Rubric:

4 Points	The student demonstrates a thorough understanding of a cardiovascular exercise program. The exercise program includes a variety of appropriate cardiovascular enhancing activities. Program includes possible adaptations for users with various levels of fitness for each exercise/activity.
3 Points	The student demonstrates a partial understanding of a cardiovascular exercise program. The exercise program contains generally or partially correct and varied activities. The time may be less than required. Program includes some adaptations.
2 Points	The student demonstrates a minimal understanding of a cardiovascular exercise program. The exercise program includes some correct and varied activities, but also some incorrect activities/exercises. Program includes only a few adaptations.
1 Point	The student demonstrates a poor understanding of a cardiovascular exercise program. The exercise program includes many incorrect activities/exercises and the program may lack variety. The program includes no adaptations.

## **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 selected technology used during fitness activities. Items may require selections of appropriate ideas or written/spoken expression of ideas.

**Stimulus Attributes:**

Stimulus should address using various types of technology to assess health-related and skill-related fitness levels.

Stimulus may include the use of pedometers, heart rate monitors, and body composition analyzers.

Stimulus may include a scenario related to health and personal fitness.

Stimulus may include data, graphs, and charts.

Stimulus may include technology used to assess, enhance and maintain health and fitness levels.

Stimulus should include health and skill fitness levels.

**Response Attributes:**

Responses may include health-related and skill-related components of fitness, pedometers, heart rate monitors, videos and body composition analyzers.

Responses may include procedures in the use of technology commonly used in health and personal fitness activities.

Responses may include reasons for using technology.

Responses may include examples of technology commonly used in health and personal fitness activities.

**Sample Item:**

When using a heart rate monitor, a beep indicates that the user is out of the target heart rate zone. What should the user do when the beep is heard?

- A. Stop activity until the sound of the beep has decreased.
- B. Check the heart rate monitor and reset the target zone and time of day.
- C. Push the reset button in case something has malfunctioned on the monitor.
- \* D. Check the heart rate monitor to determine whether to increase or decrease intensity.

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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, Performance Task

**Content Limits:** Items should address warm-up and cool-down techniques used for sport and/or fitness activities. A performance may include the selection of correct behaviors or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus may address warm-up and cool-down techniques including but not limited to those specific to various sports and fitness activities.

Stimulus may include the mechanics of proper stretching and flexibility.

Stimulus may include scenario involving sport specific activities.

**Response Attributes:**

Response may include descriptions or the performance of warm-up or cool down activities.

Response may include specific terminology used in reference to warm-up and cool-down.

**Sample Item:**

After a warm-up of static stretching, what other type of stretching would be beneficial for specific sports or various fitness activities?

- A. ballistic
- \* B. dynamic
- C. high impact
- D. isometric

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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 principles of training and conditioning as they apply to fitness activities. Principles of training should include specificity, overload, and progression.

**Stimulus Attributes:**

Stimulus may include scenarios describing fitness goals, individual needs or strengths.

Stimulus should address the principles of training and conditioning fundamentals as they relate to fitness activities while accommodating one's individual needs and strengths.

**Response Attributes:**

Responses may address the health-related components of fitness.

Responses may include the principles of overload, specificity, and progression.

**Sample Item:**

You have chosen to train in the weight room for muscular strength. What is the workout regimen for this type of workout?

- \* A. high weight and high repetitions
- B. high weight and low repetitions
- C. low weight and high repetitions
- D. low weight and low repetitions

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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 address the mechanical principles as they relate to fitness activities, and topics and/or issues commonly associated with Fitness Lifestyle Design coursework. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus should address mechanical principles as they relate to participation in various physical activities.

Stimulus may include proper technique, body position, posture and/or center of gravity.

Stimulus may include scenario comparing and contrasting various mechanical principles in a variety of physical activities.

**Response Attributes:**

Responses may include body positions, posture, and techniques necessary for participation in various physical activities.

**Sample Item:**

Isabel jogs daily. She wants to improve her running technique and asks a friend to videotape her while running. Which is **NOT** an effective running technique?

- \* A. knees slightly bent
- B. looking down at the ground
- C. upper body slightly leaning forward
- D. arm swing is synchronized with leg movement

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## 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 equipment necessary for a variety of fitness activities and safety factors considered during such activities. A performance may include the selection of correct behaviors or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus should address the selection of proper equipment and attire necessary for safe participation in fitness activities.

Stimulus may include scenarios demonstrating appropriate safety procedures to be followed during fitness activity.

Stimulus may include a fitness-related scenario.

**Response Attributes:**

Responses may include proper attire, footwear, steps, bands, mats, weights, warm-up, and cool-down.

Response may include proper safety procedures for specific physical activities.

Responses may include applications of safety procedures.

**Sample Item:**

Sue is getting ready to run a 15K race on a hot Florida morning. What type of clothing should she wear?

- A. Sue should wear layers of clothing so she can remove clothing as she gets hot.
- B. Sue should wear dark shorts and a shirt to reflect the hot sun from her skin to stay cool.
- \* C. Sue should wear light colored clothing that is porous to allow sweat to evaporate and keep her cool.
- D. Sue should wear tight fitting clothing to stop the sweat from running down her legs and arms.

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## 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.1.2 Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address inclusion during a variety of fitness activities. Items may require selection of appropriate strategies or written/oral expression of appropriate behaviors.

**Stimulus Attributes:**

Stimulus may include a scenario describing persons of diverse backgrounds and abilities participating in physical activity together.

Stimulus may include strategies for persons with differing abilities to participate in various physical activities together.

**Response Attributes:**

Responses may address inclusion, accommodations and modifications when participating in fitness activities.

Responses may include various responsible behaviors for dealing with persons of differing backgrounds and abilities.

**Sample Item:**

Sumi has always been very active in sports. Her new friend, Janet, rarely does anything outside but likes to play video games. What would be the best activity for Sumi to plan for the two of them to do after school?

- \* A. Play an exergaming video game because it is an active video game.
- B. Shop at the mall since it isn't a favorite activity for either of them.
- C. Select a sport the Sumi has never done so they are both learning at the same time.
- D. Sumi should find a different friend with interests that are more like hers.

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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 activities.

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

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items should address appropriate personal, social, and ethical behavior during fitness activities. Items require selection of appropriate behavior or performance of appropriate behavior.

**Stimulus Attributes:**

Stimulus should address a variety of appropriate personal, social and ethical behaviors and etiquette while participating in various fitness activities.

Stimulus may include responsible behaviors such as spatial awareness, tolerance, hygiene, respect and trustworthiness.

Stimulus may include scenarios in which students experience social situations involving ethical behavior when dealing with others while participating in physical activity.

**Response Attributes:**

Response may include appropriate behaviors for social settings while participating in physical activity.

Response may include but not be limited to strategies used to problem solve in conflicting personal, social, ethical and proper etiquette situations.

**Sample Item:**

While running the mile in your Fitness Lifestyle Design course, you notice that one of your fellow classmates is consistently bumping into you. How should you respond?

- A. Bump them back.
- B. Get angry and tell the teacher.
- \* C. Bring it to their attention politely.
- D. Do nothing; let them get disqualified.



**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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 etiquette, equipment usage, facility usage, and safety factors involved in fitness activities. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

**Stimulus Attributes:**

Stimulus should address proper etiquette and facility usage when utilizing a public venue for physical activity.

Stimulus may include safety factors and appropriate etiquette when participating in a variety of physical activities.

**Response Attributes:**

Responses may include specific techniques used for care of shared equipment used in physical activity.

Responses should include proper storage of equipment for the safety of the participants.

Responses may describe etiquette, care of equipment, respect for facilities and safe behaviors.

**Sample Item:**

Carrie's Fitness Lifestyle Design class goes to the weight room to learn exercises and lifts they can utilize in their personal fitness plans. Which student is demonstrating inappropriate weight room etiquette?

- A. Bill shares the equipment with his classmates.
- B. Pedro wipes off the equipment after he finishes his sets.
- C. Kevin returns the free weights to the rack when he's done.
- \* D. George warms up on the treadmill, and leaves it running when he's done.

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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.2.2 Discuss physical activities from which benefits can be derived.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items should address current trends and topics in the area of physical activity, and the benefits they provide. A discussion may include an exchange of written ideas or the selection of appropriate ideas.

**Stimulus Attributes:**

Stimulus should address a variety of opportunities available and the benefits derived from participation in physical activity.

Stimulus may include comparing and contrasting different physical activities and their benefits.

**Response Attributes:**

Responses may include, but not be limited to, physical fitness opportunities available that provide physical benefits to participants such as: aerobic activities, jogging, swimming, biking, weight training, intramurals, spinning, yoga, or Pilates.

Responses may include benefits of physical activities.

**Sample Item:**

What is the major physical benefit that is derived from swimming?

- A. Swimming puts stress on your joints.
- B. Swimming increases your bone density.
- C. Swimming is a good weight loss activity.
- \* D. Swimming improves cardiovascular fitness.

## **Item Specifications**

Sample Item 2:

Stimulus: Joe's Fitness Lifestyle Design teacher encourages him to include aerobic and anaerobic activities in his personal fitness plan. Write a paragraph explaining the benefits of including aerobic and anaerobic activities in his personal fitness plan. Include at least four benefits and supporting details.

Rubric:

4 Points	Response provides a thorough explanation of the benefits of including aerobic and anaerobic activities in his personal fitness plan. Response includes at least four benefits with relevant details and examples.
3 Points	Response provides an explanation of the benefits of including aerobic and anaerobic activities in his personal fitness plan. Response includes at least three correct benefits with some details and examples.
2 Points	Response provides a partial explanation of the benefits of including aerobic and anaerobic activities in his personal fitness plan. Response includes at least two correct benefits with limited details and examples.
1 Point	Response provides a poor explanation of the benefits of including aerobic and anaerobic activities in his personal fitness plan. Response describes only one correct benefit. Response provides no supporting details.

**Course Name:** Fitness Lifestyle Design

**Course Number:** 1501310

## **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.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 the role of physical activities, games and sports in different cultures.

**Stimulus Attributes:**

Stimulus should address a variety of physical activities from other cultures/countries and the roles they play.

Stimulus may include specific games and dance from other countries.

Stimulus may include international sports leagues and their roles in other cultures.

**Response Attributes:**

Responses may include the role of activities most popular in other cultures, i.e. Zumba, soccer, martial arts, cricket, ice hockey.

Responses may include examples from the Olympic Games.

Responses may include various forms of dance and their impact on other cultures.

**Sample Item:**

## **Item Specifications**

Stimulus: Consider all of the sports and physical activities that you've learned about this semester in Fitness Lifestyle Design. Select one of the sports or physical activities that is commonly participated in by citizens in countries other than the United States. Explore the role of that sport in the culture of that country. Write an essay that describes how that sport is important to the people and in the culture of that country.

Rubric:

4 Points	The response demonstrates a thorough understanding of the impact of physical activity and sports on another country's culture. The sport and culture selected are ones that have been studied in the Fitness Lifestyle Design course and are closely related.
3 Points	The response demonstrates a partial understanding of the impact of physical activity and sports on another country's culture. The sport and culture selected are ones that have been studied in the Fitness Lifestyle Design course and are related. The description may contain minor inaccuracies.
2 Points	The response demonstrates a minimal understanding of the impact of physical activity and sports on another country's culture. The sport and culture selected are ones that have been studied in the Fitness Lifestyle Design course and are somewhat related. The description may contain major inaccuracies.
1 Point	The response demonstrates a poor understanding of the impact of physical activity and sports on another country's culture. The sport and culture selected may not have been studied in the Fitness Lifestyle Design course and are not generally related. The report may contain major inaccuracies.