

# PLACE<sup>®</sup>

## STUDY GUIDE

32 Physical Education



**Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 32: PHYSICAL EDUCATION

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

## OBJECTIVES



### TEST FIELD 32: PHYSICAL EDUCATION

Human Development  
Physical Fitness  
Motor Skill Acquisition  
Program Development and Implementation

#### HUMAN DEVELOPMENT

**Understand the stages of physical growth and development.**

Includes stages and characteristics of physical development during infancy, childhood, adolescence, and adulthood.

**Understand the stages of motor development.**

Includes stages and characteristics of motor development during infancy, childhood, adolescence, and adulthood.

**Understand cognitive, social, and emotional development.**

Includes stages and characteristics of cognitive, social, and emotional development during infancy, childhood, adolescence, and adulthood.

**Understand child and adolescent psychology.**

Includes sources and characteristics of stress and distress among children and adolescents, mechanisms used in coping with stress, the influence of peers and others in determining social behavior among children and adolescents, and ways to help students develop a positive self-concept.

**Understand the components and functions of the skeletal system.**

Includes the components, functions, and common disorders of the skeletal system.

**Understand the components and functions of the muscular system.**

Includes the components, functions, and common disorders of the muscular system; and physiological processes involving the muscular system.

**Understand the components and functions of the circulatory system.**

Includes the components, functions, and common disorders of the circulatory system; and physiological processes involving the circulatory system.

**Understand the components and functions of the respiratory system.**

Includes the components, functions, and common disorders of the respiratory system; and physiological processes involving the respiratory system.

**Understand the components and functions of the nervous system.**

Includes the components, functions, and common disorders of the nervous system; and physiological processes involving the nervous system.

## PHYSICAL FITNESS

### **Understand the fundamentals of physical fitness in the physical education program.**

Includes basic principles of physical fitness development, goals of physical fitness based on standards for students of different ages, and the relationship between physical fitness and psychological well-being.

### **Analyze elements of health-related physical fitness.**

Includes elements of health-related physical fitness related to cardiovascular function, body composition, flexibility, and muscular strength and endurance.

### **Understand the fundamentals of physical conditioning.**

Includes the basic principles of physical conditioning, flexibility, aerobic and anaerobic conditioning, and strength training; and activities for flexibility.

### **Identify principles and activities for strength training and aerobic conditioning.**

Includes types of skills and activities for aerobic conditioning and strength training; and safety practices and types of equipment for strength training and circuit training.

### **Select physical activities for specific kinds of training.**

Includes appropriate activities for warm-up exercises, static and dynamic stretching, cool-down exercises; and appropriate exercises for other specific purposes.

### **Analyze the effects of exercise and training.**

Includes the effects of exercise and training on the cardio-respiratory and musculo-skeletal systems and on body composition.

### **Understand principles and techniques for evaluating physical fitness.**

Includes techniques for measuring and evaluating the components of physical fitness, sources for standards of physical fitness, individual fitness needs for specific activities, and the appropriate use of results of physical fitness assessments.

## MOTOR SKILL ACQUISITION

### **Apply the principles of biomechanics.**

Includes the principles of force generation and absorption, stability and balance, and speed and acceleration in physical activities.

### **Apply the principles of motor learning.**

Includes the principles of practice distribution, feedback, and transfer of learning as they relate to skill acquisition.

### **Understand psychological aspects of physical education activities.**

Includes the concepts and consequences of competition and cooperation, the causes and effects of anxiety related to physical activities, and the relationships between physical education activities and psychological development.

### **Identify principles and activities for locomotor and nonlocomotor (axial) skills development.**

Includes locomotor and nonlocomotor skills and activities that are appropriate for various developmental levels.

**Identify principles and activities for manipulative skills development.**

Includes manipulative skills; the integration of locomotor, nonlocomotor, and manipulative skills; materials and equipment for promoting manipulative skills development; and manipulative activities that are appropriate for various developmental levels.

**Identify principles and activities for developing correct posture and efficient body mechanics.**

Includes principles and activities for developing correct posture and efficient body mechanics, materials and equipment for evaluating posture and body mechanics, and posture and body mechanics activities that are appropriate for various developmental levels.

**Identify principles and activities for perceptual motor development.**

Includes principles of perceptual motor development; and perceptual motor development activities, materials, and equipment that are appropriate for various developmental levels.

**Identify principles and activities for developing rhythmic skills.**

Includes elements of rhythm; movement activities, materials, and equipment for rhythmic skills development; and rhythmic movement activities that are appropriate for various developmental levels.

**Identify concepts and activities for "movement education."**

Includes concepts of basic movement skills; and "movement education" activities that are appropriate for various developmental levels.

**Identify techniques, skills, and activities of dance and creative movement.**

Includes techniques and activities involving creative movement sequences and rhythm; and techniques, sequences, and skills in folk, square, and ballroom dancing.

**Identify techniques and skills of gymnastics.**

Includes types of skills, activities, skill progression, safety practices, and types of equipment for gymnastics.

**Identify techniques and skills of tumbling.**

Includes types of skills and activities, skill progression, safety practices, and types of equipment for tumbling.

**Identify techniques and skills of swimming.**

Includes techniques and skills, skill progression, safety practices, and proper use of equipment for swimming.

**Identify techniques, events, skills, and basic rules involved in track and field.**

Includes techniques, skills, strategies, skill progression, safety practices, types of equipment, and basic rules for track and field.

**Identify techniques, skills, and basic rules involved in racquet sports.**

Includes techniques, skills, and basic rules of tennis and badminton safety; and practices and types of equipment for racquet sports.

**Identify techniques, skills, and basic rules involved in combative activities.**

Includes techniques, skills, basic rules, safety practices, and types of equipment for combative activities.

**Identify techniques, skills, and basic rules involved in lifelong sports.**

Includes techniques, skills, and basic rules of golf, bowling, and archery.

**Identify skills and elements of low organized games in the elementary program.**

Includes low organized games appropriate for various developmental levels; and the skills needed for low organized games for the elementary program.

**Identify techniques, skills, and basic rules of volleyball and basketball.**

Includes techniques, skills, strategies, skill progression, safety practices, types of equipment, basic rules, and scoring methods in volleyball and basketball.

**Identify techniques, skills, and basic rules of soccer and flag or touch football.**

Includes techniques, skills, strategies, skill progression, safety practices, types of equipment, basic rules, and scoring methods in soccer and flag or touch football.

**Identify techniques, skills, and basic rules of softball and floor hockey.**

Includes techniques, skills, strategies, skill progression, safety practices, types of equipment, basic rules, and scoring methods in softball and floor hockey.

**PROGRAM DEVELOPMENT AND IMPLEMENTATION**

**Understand the goals and philosophy of physical education.**

Includes philosophies, major goals, purposes, and current trends in physical education.

**Understand curricular development of physical education programs.**

Includes components of curriculum development, appropriate objectives, appropriate scope and sequence, and appropriate activities to fulfill the objectives in physical education programs.

**Identify instructional approaches to physical education.**

Includes instructional methods and their characteristics, appropriate methods of accommodating individual differences, and appropriate instructional methods for various objectives and situations in physical education.

**Identify characteristics and methods of instruction for students with special educational needs.**

Includes types, characteristics, and appropriate methods of instruction for students with various handicapping conditions, gifted students, and students of different cultural or linguistic backgrounds.

**Understand the management of physical education programs.**

Includes care and maintenance procedures for facilities and equipment used in physical education programs; and financial issues related to physical education programming.

**Identify resources for professional development in physical education.**

Includes professional organizations, associations, journals, and other publications related to physical education; and community resources and personnel in physical education related areas.

**Identify assessment techniques and their characteristics.**

Includes formal and informal assessment techniques and their characteristics; widely used assessment instruments and performance standards in physical education; and appropriate assessment methods for various objectives and situations.

**Understand physical education program evaluation.**

Includes criteria and procedures for evaluating physical education programs, the appropriate use of physical education program evaluations, and ways to adapt or modify the physical education program based on evaluation results.

**Identify safety practices.**

Includes requirements and procedures for maintaining a safe physical education environment and a safe environment for aquatic activities.

**Identify principles of emergency first aid assistance.**

Includes emergency first aid procedures related to the control of bleeding, stoppage of breathing, shock, and other situations; and injuries common to physical activities, their characteristics, and methods of prevention and care.

**Identify legal aspects of the physical education program.**

Includes federal laws, state laws, and other legal aspects of liability affecting the physical education program; and laws and requirements for the physical education of students with special needs.

## PRACTICE QUESTIONS: PHYSICAL EDUCATION



1. A major function of the respiratory system is to:
  - A. remove carbon dioxide from the bloodstream.
  - B. metabolize excess carbon dioxide accumulated in the lungs.
  - C. deliver carbon dioxide to the bloodstream.
  - D. store excess carbon dioxide produced by the body.

2. Use the information below to answer the question that follows.

A ninth grader who wishes to improve cardiovascular endurance and decrease body fat has devised the following personal exercise plan.

<b>Exercise Plan</b>	
Frequency of Workout:	four days per week
Intensity of Workout:	moderate
Workout Components:	
1. Warm-up (5 minutes):	brisk walking or jogging in place followed by static stretching
2. Aerobic workout (15 minutes):	bicycling or swimming
3. Cool-down (5 minutes):	walking (in or out of water) followed by stretching and flexibility exercises

Which of the following changes would be most appropriate to suggest for increasing the effectiveness of this fitness plan?

- A. Stretch before, not after, the warm-up activity.
- B. Decrease the intensity and duration of the cool-down activity.
- C. Increase the frequency of the entire workout.
- D. Increase the duration of the aerobic portion of the workout.

3. When assessing an individual's physical fitness level, a sit-and-reach test is primarily used for evaluating:
  - A. flexibility.
  - B. endurance.
  - C. nonlocomotor skills.
  - D. strength.
  
4. Which of the following activities best facilitates the development of controlled breathing by beginning swimmers?
  - A. bobbing
  - B. sculling
  - C. finning
  - D. gliding
  
5. An activity that involves walking in and around a large hoop placed on the floor would be most helpful in developing which of the following fundamental skills?
  - A. static balance
  - B. spatial awareness
  - C. rhythmic movement
  - D. manipulative skills
  
6. Which of the following safety precautions is most important when practicing aerial tumbling moves such as flips and somersaults?
  - A. wearing protective equipment
  - B. using double-thickness mats
  - C. using qualified spotters
  - D. applying rosin to hands and feet
  
7. Starting blocks are most commonly used in which of the following types of track and field events?
  - A. sprints
  - B. long jumps
  - C. distance running
  - D. high jumps

8. In softball, the player in which of the following positions is typically designated to receive balls thrown to the infield from right field?
- A. first base
  - B. second base
  - C. shortstop
  - D. pitcher
9. In the 1970s, the introduction of the "New Games" philosophy and activities into physical education stemmed primarily from a growing concern in the field that:
- A. physical educators had ignored the need to incorporate multicultural education concepts into classes.
  - B. competition had been emphasized too much at the expense of cooperation and other affective values.
  - C. physical educators had neglected to focus on the science of game strategies and techniques.
  - D. too much emphasis had been placed on fitness concepts rather than on the application of those concepts.
10. Which of the following identifies one of the basic activities included in the "Physical Best" health-related fitness test developed by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)?
- A. 100-yard sprint
  - B. standing long jump
  - C. modified sit-ups
  - D. push-ups

## ANSWER KEY: PHYSICAL EDUCATION



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	A	Understand the components and functions of the respiratory system.
2.	D	Identify principles and activities for strength training and aerobic conditioning.
3.	A	Understand principles and techniques for evaluating physical fitness.
4.	A	Identify techniques and skills of swimming.
5.	B	Identify concepts and activities for "movement education."
6.	C	Identify techniques and skills of tumbling.
7.	A	Identify techniques, events, skills, and basic rules involved in track and field.
8.	B	Identify techniques, skills, and basic rules of softball and floor hockey.
9.	B	Understand the goals and philosophy of physical education.
10.	C	Identify assessment techniques and their characteristics.