

Florida Teacher Certification Examinations  
Test Information Guide  
for  
**Physical Education K–12**



FLORIDA DEPARTMENT OF EDUCATION  
[www.fdoe.org](http://www.fdoe.org)

**Second Edition**

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## Test and Test Information Guide Development

### Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Physical Education K–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included physical education teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, a large-scale survey of physical education experts, pilot tests, and their own professional judgment.

### Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in Physical Education K–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university educator preparation program or persons making a career change. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified educators prepare for recertification or multiple certification. This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college coursework in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

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## 2

## Preparation for the Test

The following outline may help you prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

### Overview

- **Look over the organization of the test information guide.**  
Section 1 discusses the development of the test and test information guide.  
Section 2 (this section) outlines test preparation steps.  
Section 3 offers strategies for taking the test.  
Section 4 presents information about the content and structure of the test.  
Section 5 lists question formats and includes sample test questions.  
Section 6 provides an annotated bibliography of general references you may find useful in your review.  
Section 7 identifies a source of further information.

### Self-Assessment

- **Decide which content areas you should review.**  
Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

### Review

- **Study according to your needs.**  
Review all of the competencies and concentrate on areas with which you are least familiar.

### Practice

- **Acquaint yourself with the format of the examination.**  
Section 5 describes types of questions you may find on the examination.
- **Answer sample test questions.**  
Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

### Final preparation

- **Review test-taking advice.**  
Section 3 includes suggestions for improving your performance on the examination.
- **Refer to field-specific references.**  
Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



## Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy" in the registration bulletin
  - A watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  - Read each question and all the response options carefully before marking your answer. Pay attention to all of the details.
  - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

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## Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Physical Education K–12 examination. These competencies and skills represent the knowledge that teams of physical education teachers, subject area specialists, and district-level educators have determined to be important for beginning physical education teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

**Competencies** are broad areas of content knowledge.

**Skills** identify specific behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions  
(test blueprint)*

<b>Competency/Skill</b>		<b>Approx. %</b>
<b>1</b>	<b>Knowledge of the history and philosophy of the physical education profession</b>	<b>3%</b>
1	Identify historical events and analyze trends that have influenced the physical education profession.	
2	Relate the goals and values of physical education to the philosophies of education that they reflect.	

*Competency* →

→ *Skills (1–2)*

**Table of Competencies, Skills, and Approximate Percentages of Questions**

Competency/Skill	Approx. %
<b>1 Knowledge of the history and philosophy of the physical education profession</b>	<b>3%</b>
<ol style="list-style-type: none"> <li>1 Identify historical events and analyze trends that have influenced the physical education profession.</li> <li>2 Relate the goals and values of physical education to the philosophies of education that they reflect.</li> </ol>	
<b>2 Knowledge of standards-based physical education curriculum development</b>	<b>10%</b>
<ol style="list-style-type: none"> <li>1 Identify and differentiate the characteristics of various curriculum models.</li> <li>2 Identify and analyze various factors to consider in curriculum planning, such as student ability, time (e.g., class duration, time of day, frequency), environment, equipment, facilities, space, and community resources.</li> <li>3 Identify ways that national and state documents, standards, benchmarks, and philosophies can be used to design and develop curricula.</li> <li>4 Identify and apply principles of long- and short-term planning (e.g., scope and sequence, annual plan, unit plan, lesson plan, emergency plans) to maximize learner participation and success.</li> <li>5 Identify cross-curricular content and concepts for the design and development of physical education learning experiences.</li> </ol>	
<b>3 Knowledge of developmentally appropriate physical education instructional strategies</b>	<b>13%</b>
<ol style="list-style-type: none"> <li>1 Identify and apply strategies and adaptations that address the diverse needs of all students (e.g., cultural, linguistic, cognitive, motor, experiential).</li> <li>2 Identify and distinguish between teaching styles, communication delivery systems, and materials that facilitate student learning.</li> <li>3 Identify and apply motivational theories and techniques that enhance student learning.</li> <li>4 Analyze developmentally appropriate instructional strategies, techniques, and research-based teaching methods that promote student learning.</li> <li>5 Identify feedback as a strategy to facilitate student learning.</li> <li>6 Identify differentiated instructional practices that enhance student learning.</li> </ol>	

Competency/Skill	Approx. %
<b>4 Knowledge of human growth and development and motor learning as they relate to physical education</b>	<b>8%</b>
<ol style="list-style-type: none"> <li>1 Select developmentally appropriate practices that demonstrate knowledge of human growth and development.</li> <li>2 Apply learning theories and knowledge of human development to construct a positive learning environment that supports psychomotor, cognitive, and affective development.</li> <li>3 Apply principles of motor development and motor learning to skill acquisition.</li> <li>4 Identify and apply the principles of sequential progression of motor skill development.</li> </ol>	
<b>5 Knowledge of developmentally appropriate movement skills and concepts related to physical education</b>	<b>12%</b>
<ol style="list-style-type: none"> <li>1 Identify and apply movement concepts (e.g., spatial awareness, body awareness, relationships, effort) as they relate to physical education.</li> <li>2 Identify and apply the fundamental movement patterns, including locomotor, nonlocomotor, and manipulative skills.</li> <li>3 Identify and apply sequentially progressive activities that promote the acquisition of skills in the psychomotor, cognitive, and affective domains.</li> <li>4 Identify and apply appropriate cues and prompts for teaching movement skills.</li> <li>5 Apply mechanical principles of motion to various forms of movement.</li> <li>6 Analyze the mechanics of a skill or sequence of movements and identify ways in which students can improve their performance.</li> <li>7 Identify how components of skill-related fitness affect performance.</li> </ol>	
<b>6 Knowledge of lifetime health, wellness, and physical fitness</b>	<b>12%</b>
<ol style="list-style-type: none"> <li>1 Analyze data from physical fitness assessments and select strategies for improving student levels of health-related physical fitness.</li> <li>2 Identify the health-related components in a personal fitness program.</li> <li>3 Demonstrate knowledge of nutrition and exercise and their roles in meeting the needs of all students.</li> <li>4 Identify health risks and benefits associated with physical activity.</li> <li>5 Apply training principles and guidelines to improve personal fitness.</li> <li>6 Identify exercises that benefit the major muscle groups of the human body.</li> <li>7 Determine how human body systems (e.g., muscular, cardiovascular, nervous, skeletal) adapt to physical activity.</li> <li>8 Identify the contributions of physical education to lifetime health, wellness, and physical fitness.</li> <li>9 Identify community opportunities for participation in a variety of physical activities.</li> </ol>	

Competency/Skill	Approx. %
<b>7 Knowledge of cognitive, social, and emotional development through physical education and physical activity</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify the role physical education can play in developing an understanding of diversity.</li> <li>2 Identify the role physical education and physical activity can play in developing responsible behaviors and values.</li> <li>3 Identify the intellectual, sociological, and psychological benefits that occur through participation in physical activities.</li> <li>4 Identify major factors associated with the development of social and emotional health through physical activity (e.g., communication skills, self-concept, fair play, conflict resolution, character development, stress management).</li> </ol>	
<b>8 Knowledge of various types of assessment strategies that can be used to determine student levels and needs in physical education</b>	<b>10%</b>
<ol style="list-style-type: none"> <li>1 Identify and apply assessment strategies, including authentic and traditional methods, for appropriate use within the cognitive domain.</li> <li>2 Identify and apply assessment strategies, including authentic and traditional methods, for appropriate use within the affective domain.</li> <li>3 Identify and apply assessment strategies, including authentic and traditional methods, for appropriate use within the psychomotor domain.</li> <li>4 Analyze appropriate assessment strategies for curriculum design, lesson planning, and program evaluation.</li> <li>5 Identify appropriate assessment strategies for an inclusive environment.</li> <li>6 Determine appropriate physical fitness assessment strategies for use within physical education.</li> </ol>	
<b>9 Knowledge of strategies that promote an effective learning environment</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify procedures for selecting and maintaining appropriate equipment and facilities to enhance student learning.</li> <li>2 Identify organizational strategies that create and sustain an effective learning environment (e.g., rituals and routines, maximum participation, rules and standards).</li> <li>3 Identify supervisory and behavioral management techniques that enhance student learning.</li> <li>4 Determine appropriate action for the care and prevention of injuries in physical education.</li> </ol>	

Competency/Skill	Approx. %
<b>10 Knowledge of laws, legislation, and liabilities that pertain to physical education</b>	<b>4%</b>
<ol style="list-style-type: none"> <li>1 Identify major federal and state legislation that impacts physical education.</li> <li>2 Identify legal liabilities applicable to physical education.</li> </ol>	
<b>11 Knowledge of appropriate safety considerations, rules, strategies, and terminology related to physical education and a variety of physical activities</b>	<b>5%</b>
<ol style="list-style-type: none"> <li>1 Apply appropriate rules and strategies of play to game and sport situations.</li> <li>2 Identify terminology for physical education and physical activities.</li> <li>3 Identify safety considerations for a variety of physical activity settings.</li> </ol>	
<b>12 Knowledge of professional ethics, advocacy, and development</b>	<b>4%</b>
<ol style="list-style-type: none"> <li>1 Identify physical education professional development experiences that will enhance teacher effectiveness, promote collaboration, and improve student performance.</li> <li>2 Identify professional organizations, professional literature, research, and other resources (e.g., code of ethics) that enhance a physical educator's continuous improvement.</li> <li>3 Identify ways to advocate for physical education.</li> </ol>	
<b>13 Knowledge of the appropriate use of technology as related to physical education</b>	<b>5%</b>
<ol style="list-style-type: none"> <li>1 Determine the appropriate uses of technology in the physical education instructional process.</li> <li>2 Determine the appropriate uses of technology in assessing student performance in physical education.</li> <li>3 Identify ways that using technology in physical education supports cross-curricular learning.</li> <li>4 Identify ways that all students can use technology in physical education.</li> </ol>	

## 5

## Test Format and Sample Questions

The Physical Education K–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will record your selection by marking **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
<b>Direct question</b> Choose the response option that best answers the question.	Question 4, page 10
<b>Sentence completion</b> Select the response option that best completes the sentence.	Question 1, page 10
<b>Scenario</b> Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 3, page 10

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## Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

### **DIRECTIONS: Read each question and select the best response.**

1. The British tradition of fair play is used by educators in physical education programs to promote
  - A. effort among students.
  - B. self-esteem in students.
  - C. sportsmanship in students.
  - D. teamwork among students.
  
2. Using national and state standards to guide effective development of a curriculum will ideally result in a program that
  - A. signifies everything students need to know before entering college.
  - B. symbolizes that the school is under the student population estimate.
  - C. represents a strong belief in exercise and health in Florida.
  - D. reflects continuity and coherence across the K–12 scope.
  
3. In a 4<sup>th</sup>-grade class, a physical education teacher groups students into sets of two to work together. One student identifies the source of mistakes made by the second student. On the teacher's predetermined signal, the students switch roles. Based on this information, which of the following curriculum models is the teacher using?
  - A. Cooperative Learning Model
  - B. Direct Teaching Model
  - C. Peer Teaching Model
  - D. Inquiry Learning Model
  
4. Which of the following best illustrates a benefit that physical education students receive from cross-curricular links?
  - A. teachers respect each other more
  - B. increased awareness by students of the relevance of all subjects
  - C. teachers spend more time making lesson plans for other teachers
  - D. increased student activity time

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5. Which of the following soccer modifications would increase the probability of success for all players?
    - A. using unlimited space
    - B. adding rule infractions
    - C. having larger teams
    - D. widening the goal
  
  6. In the attribution motivational theory, teachers would most prefer their students to
    - A. ascribe their successes and failures to factors within their own control.
    - B. ascribe their successes and failures to factors outside their own control.
    - C. be extrinsically motivated.
    - D. be intrinsically motivated.
  
  7. Which of the following teaching strategies arranges the physical education environment so that two or more tasks are going on in a class simultaneously in different places?
    - A. peer teaching
    - B. station teaching
    - C. direct instruction
    - D. indirect instruction
  
  8. After observing students throwing a ball, a physical education teacher determines that most of them are unable to throw the ball 30 yards and they are not using a mature throwing pattern. To develop this skill, the teacher's next step should be to
    - A. conduct lessons that emphasize throwing with varied effort.
    - B. go to the next unit and come back when the students are ready.
    - C. use games that require throwing for accuracy.
    - D. conduct a variety of lessons that emphasize throwing to targets.
  
  9. A student achieves a feeling of satisfaction and enjoyment as a result of regular participation in physical activities. This best describes which type of development?
    - A. cognitive
    - B. psychomotor
    - C. skill
    - D. affective
  
  10. During a throwing and catching lesson with kindergarten students, the teacher notices that the class is struggling to catch an 8.5-inch playground ball. To improve the students' success in catching the ball, teacher should use a
    - A. volleyball.
    - B. football.
    - C. tennis ball.
    - D. foam ball.

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11. A physical education teacher would like to create an introductory activity for a kindergarten class. Which of the following is the first activity that the students should practice to learn spatial awareness?
- A. balancing on body parts
  - B. running a lap with the classmates
  - C. dribbling a basketball while moving
  - D. playing a tag game
12. The difficulty of striking a ball with an implement like a tennis racket, a bat, or golf club
- A. increases with the length of the implement
  - B. decreases with the length of the implement
  - C. increases based on the arm length of the student
  - D. decreases based on the arm length of the student
13. An offensive lineman on the football team wants to increase the power in his chest for blocking. During weight training class, which of the following powerlifting techniques should the physical education teacher recommend?
- A. dead lift
  - B. bench press
  - C. parallel squat
  - D. clean and jerk
14. To demonstrate the effort quality of movement, which activity is most appropriate?
- A. dribbling a soccer ball between cones
  - B. jumping vertically to touch objects suspended at various heights
  - C. making different shapes while hanging from a bar
  - D. tossing a bean bag at a stationary target five feet away
15. A student's personal fitness program includes jogging 3 days a week for 30–45 minutes, lifting weights 3 days a week, and performing appropriate stretching exercises during warm-up and cool-down for both jogging and weight lifting. This fitness program emphasizes which of the following sets of health-related components?
- A. cardiovascular endurance, agility, and body composition
  - B. cardiovascular endurance, muscular strength, and flexibility
  - C. cardiovascular endurance, balance, and muscular strength
  - D. cardiovascular endurance, flexibility, and body composition
16. According to the American Heart Association, modifiable risk factors associated with coronary artery disease are
- A. age and cigarette smoking.
  - B. unhealthy dietary habits and ethnicity.
  - C. stress and physical inactivity.
  - D. hypotension and alcohol consumption.

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17. What happens to the composition of the body as a result of muscular strength and endurance training?
    - A. Fat is converted into muscle.
    - B. Muscles atrophy as fat is reduced.
    - C. Muscle mass increases with possible fat reduction.
    - D. Weight is automatically reduced.
  
  18. Which of these sets of exercises emphasizes the development of strength in the arms?
    - A. front curls, overhead presses, and tricep extensions
    - B. front curls, bench presses, and shoulder shrugs
    - C. front curls, flies, and shoulder shrugs
    - D. front curls, overhead presses, and flies
  
  19. Regular exercise improves one's appearance and ability to perform tasks, which increases self-confidence and self-esteem. This type of benefit would be described as
    - A. sociological.
    - B. psychological.
    - C. intellectual.
    - D. physical.
  
  20. A physical education teacher is instructing a lesson on soccer skills. The teacher notices that a student with a motor disability is struggling to provide enough force to pass the ball. To best meet the needs of the student, the teacher should
    - A. completely remove the student from the activity.
    - B. shorten the student's length of activity.
    - C. relocate the student to a new activity.
    - D. send the student to the clinic during the activity.
  
  21. Which of the following would be the first step to help a student establish individual fitness goals?
    - A. assessing the student's health-related fitness levels
    - B. surveying the student on current physical activity levels
    - C. observing student perform a fitness test
    - D. sending the parent or guardian a student physical activity questionnaire
  
  22. Which of the following instruments is the most accurate for measuring body composition?
    - A. balanced scale
    - B. dynamometer
    - C. skinfold caliper
    - D. tape measure

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23. The most authentic method of determining a student's cognitive understanding of the mechanics of a particular skill is to
- A. give the student a multiple-choice examination.
  - B. observe the student performing the skill.
  - C. have the student write the skill progressions.
  - D. listen to the student teach another student the skill.
24. Which of the following pieces of weight training equipment is most important for safety?
- A. weight plates
  - B. plastic grips
  - C. rubber cushions
  - D. bar collars
25. Which of the following is the proper procedure for treating a student who has just strained a hamstring muscle?
- A. applying heat and stretching the muscle
  - B. applying heat and elevating the leg
  - C. applying ice and compressing the leg
  - D. applying ice and massaging the muscle
26. One of the major factors leading to legislative and policy changes impacting physical education is a(an)
- A. decrease in body mass index among students.
  - B. increase in incidents of eating disorders.
  - C. increase in childhood obesity.
  - D. decrease in participation in organized sports.
27. During a rally, a tennis player finds her opponent at the far right side of the backhand court and hits a ball cross court to the left. Hitting to an open space is an example of a game
- A. strategy.
  - B. skill.
  - C. rule.
  - D. management.
28. In a volleyball game, two opposing players contact the net at the same time. The correct ruling is a
- A. replay.
  - B. sideout.
  - C. point.
  - D. penalty point.

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29. Which of the following is the best professional organization for teachers to use as a resource for enriching their physical education programs in order to serve diverse populations engaged in activity?
- A. Florida Association of Classroom Teachers
  - B. Florida Alliance for Health, Physical Education, Recreation, Dance, and Sport
  - C. Florida Code of Ethics and Principles of Professional Conduct
  - D. Florida Professional Accomplished Practices
30. A 9<sup>th</sup>-grade teacher wants to plan a cognitive lesson that incorporates health-enhancing physical fitness. Which of the following student activities would best meet this objective?
- A. Instruct students to create a webpage demonstrating an understanding of the fitness components.
  - B. Have students monitor fitness levels with the use of a pedometer.
  - C. Ask students to write an essay about their personal value of fitness.
  - D. Require students to complete a one-mile fitness assessment while wearing a heart rate monitor.
31. A 6<sup>th</sup>-grade teacher assigns a digital presentation titled "How I Stay Fit." The project will require students to document evidence of their own fitness through word processing and digital media. In order to protect the privacy of the students, the teacher should have them
- A. work on the assignment at home to save class time for physical activity.
  - B. require students to gather information using the Internet.
  - C. upload their project on the Internet for the public to view.
  - D. post their project on a secured website for the teacher to review.

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### Answer Key

Question Number	Correct Response	Competency
1.	C	1
2.	D	2
3.	C	2
4.	B	2
5.	D	3
6.	A	3
7.	B	3
8.	A	3
9.	C	4
10.	D	4
11.	A	5
12.	A	5
13.	B	5
14.	C	5
15.	B	6
16.	C	6
17.	C	6
18.	A	6
19.	B	7
20.	B	7
21.	A	8
22.	C	8
23.	D	8
24.	D	9
25.	C	9
26.	C	10
27.	A	11
28.	A	11
29.	B	12
30.	A	13
31.	D	13

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## Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts as reflected in the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Behnke, R. S. (2006). *Kinetic anatomy* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.  
Discusses the relationship of mechanical principles of motion to various forms of movement.
2. Brooks, G., Fahey, T., & Baldwin, K. (2004). *Exercise physiology: Human bioenergetics and its applications* (4th ed.). Boston: McGraw-Hill.  
Covers training principles and guidelines to improve personal fitness.
3. Buck, M., Lund, J., Harrison, J., & Blakemore Cook, C. (2007). *Instructional strategies for secondary school physical education* (6<sup>th</sup> ed.). Boston: McGraw-Hill.  
Presents key concepts related to various curriculum models, developmentally appropriate instructional strategies, and learning theories of human development. Discusses factors associated with the development of social and emotional health through physical activity. Includes a review of legal liabilities applicable to physical education.
4. Cooper Institute. (2007). *Fitnessgram Activitygram Test Administration Manual*. M. Meredith, G. Welk, Eds. Champaign, IL: Human Kinetics.  
Provides comprehensive analysis of appropriate physical fitness assessment strategies.
5. Corbin, C. (2010). *Fitness for life: Elementary school guide for wellness coordinators*. Champaign, IL: Human Kinetics.  
Explores the various benefits derived from participation in physical activities. Introduces strategies for advocating for the physical education field.

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6. Corbin, C., LeMasurier, G., & Lambdin, D. (2007). *Fitness for life: Middle school*. Champaign, IL: Human Kinetics.  
Presents thorough analysis of strategies for improving student levels of health-related physical fitness and using data from physical fitness assessments. Reviews health-related components in personal fitness programs. Covers learning theories of human development and the relationship of mechanical principles of motion to various forms of movement.
  7. Corbin, C. & Lindsey, R. (2007). *Fitness for life* (5<sup>th</sup> ed.). Champaign, IL: Human Kinetics.  
Examines the roles of nutrition and exercise in meeting the needs of students. Reviews training principles and guidelines for improving physical fitness and exercises that benefit major muscle groups.
  8. Corbin, C., Welk, G., Corbin, W., & Welk, K. (2007). *Concepts of fitness and wellness: A comprehensive lifestyle approach* (7<sup>th</sup> ed.). Blacklick, OH: McGraw-Hill.  
Analyzes the roles of nutrition and exercise in meeting the needs of students. Discusses health risks and benefits associated with physical activity, exercises that benefit major muscle groups, and contributions of physical education to health, wellness, and physical fitness. Covers the development of social and emotional health through physical activity and the benefits that occur through participation in physical activities.
  9. Fronske, Hilda. (2003). *Teaching cues for sport skills* (2<sup>nd</sup> ed.). San Francisco, CA: B. Cummings.  
Details developmentally appropriate instructional strategies, techniques, and research-based teaching methods that promote student learning. Introduces assessment strategies for use within the psychomotor domain and terminology related to physical education.
  10. Graham, G. (2008). *Teaching children physical education: Becoming a master teacher* (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics.  
Presents motivational theories, techniques, and differentiated instructional practices that enhance student learning. Includes strategies to create and sustain an effective learning environment and reviews behavioral management techniques that enhance student learning.

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11. Graham, G., Holt-Hale, S., & Parker, M. (1987). *Children moving: A teacher's guide to developing a successful physical education program*. Palo Alto, CA: Mayfield Publishing Company.  
Offers definitive coverage of developmentally appropriate movement skills and concepts related to physical education. Explores factors involved in curriculum planning, methods for including national and state standards in curriculum design, and principles of long- and short-term planning. Examines human growth and development and motor learning as related to physical education.
  12. Graham, G., Holt-Hale, S., & Parker, M. (2004). *Children moving: A reflective approach to teaching physical education (6th ed.)*. Blacklick, OH: McGraw-Hill.  
Discusses fundamental movement patterns and mechanical principles of motion.
  13. Hastie, P. & Martin, E. (2006). *Teaching elementary physical education: Strategies for the classroom teacher*. San Francisco: Pearson.  
Reviews principles of long- and short-term planning and developmentally appropriate practices related to human growth and development. Outlines appropriate action for care and prevention of injuries in physical education and safety considerations for a variety of physical activity settings.
  14. Himberg, C., Hutchinson, G., & Roussell, J. (2003). *Teaching secondary physical education: Preparing adolescents to be active for life*. Champaign, IL: Human Kinetics.  
Explores developmentally appropriate practices related to human growth and development.
  15. Hopple, C. (2005). *Elementary physical education teaching & assessment: A practical guide (2nd ed.)*. Champaign, IL: Human Kinetics.  
Covers principles of long- and short-term planning to maximize learner participation and success. Discusses fundamental movement patterns and methods in which skill-related fitness affects performance. Includes strategies for advocating for the physical education field.
  16. Lumpkin, A. (2005). *Introduction to physical education, exercise science, and sport studies*. New York, NY: McGraw Hill.  
Presents thorough coverage of the history and philosophy of the physical education profession. Discusses assessment strategies for use in the psychomotor domain and identifies resources for enhancing the improvement of physical educators.

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17. Lund, J. (2000). *Creating rubrics for physical education*. Reston, VA: National Association for Sport and Physical Education.  
Offers assessment strategies for curriculum design, lesson planning, and program evaluation.
  18. Lund, J. & Tannehill, D. (2009). *Standards-based physical education curriculum development* (2nd ed.). Boston, MA: Jones and Bartlett Publishers.  
Identifies cross-curricular content and concepts for designing and developing physical education learning experiences. Discusses the use of national and state standards to design and develop curricula. Covers principles of long- and short-term planning to maximize learner participation and success.
  19. Lynn, S. (2007). *Seminar in physical education: From student teaching to teaching students*. Champaign, IL: Human Kinetics.  
Presents strategies for advocating for the physical education field.
  20. Mechikoff, R. & Estes, S. (2010). *A history and philosophy of sport and physical education: From ancient civilizations to the modern world* (5th edition). New York: McGraw Hill.  
Provides comprehensive coverage of the history and philosophy of the physical education profession.
  21. Metzler, M. (2006). *Instructional models for physical education*. New Jersey: Pearson.  
Examines the role of physical education and physical activity in developing responsible behaviors and values. Reviews the characteristics of various curriculum models. Details factors associated with the development of social and emotional health through physical activity.
  22. Mohnsen, B. (2008). *Teaching middle school physical education* (3rd ed.). Champaign, IL: Human Kinetics  
Outlines assessment strategies for curriculum design, lesson planning, and program evaluation. Covers rules and strategies for various games and sport situations. Explores the use of technology in physical education to support cross-curricular learning.
  23. Mohnsen, B.S. (2004). *Assessing concepts: Secondary biomechanics*. Reston, VA: National Association for Sport and Physical Education.  
Discusses appropriate uses of technology in physical education.
  24. Mohnsen, B.S. (2010). *Using technology in physical education* (7th ed.). Cerritos, CA: Bonnie's Fitware.  
Contains comprehensive coverage of the appropriate use of technology for physical education. Includes procedures for selecting and maintaining appropriate physical education equipment and facilities.

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25. National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: National Association for Sport and Physical Education.  
Details the use of national and state standards to design and develop curricula.
  26. National Association for Sport and Physical Education. (2005). *Physical education for lifelong fitness: The physical best teacher's guide* (2nd ed.). Reston, VA: National Association for Sport and Physical Education.  
Provides strategies for improving student levels of health-related physical fitness and using data from physical fitness assessments. Covers health risks and benefits associated with physical activity. Includes a discussion about principles and guidelines for improving personal fitness and opportunities for community participation in physical activities.
  27. National Association for Sport and Physical Education. (2008). *PE-Metrics: Assessing the national standards (Standard 1: Elementary)*. Reston, VA: National Association for Sport and Physical Education.  
Details the use of national and state standards to design and develop curricula.
  28. Pangrazi, R. & Darst, P. (2009). *Dynamic physical education for secondary students* (6th ed.). New Jersey: Pearson.  
Explores historical events and trends that have influenced the physical education profession. Covers principles of motor development, motor learning, and fundamental movement patterns. Emphasizes the effect of skill-related fitness components on performance. Includes a thorough review of laws, legislation, and liabilities pertaining to physical education and presents safety considerations for physical activity settings. Also presents procedures for selecting and maintaining appropriate equipment and facilities.
  29. Pangrazi, R. & Dauer, V. P. (1992). *Dynamic physical education for elementary school children*. New York: Macmillan Publishing Company.  
Discusses the relationship of mechanical principles of motion to various forms of movement.
  30. Powers, S. & Howley, E. (2008). *Exercise physiology: Theory and application to fitness and performance*. Blacklick, OH: McGraw-Hill.  
Focuses on the adaptation of human body systems to physical activity. Also reviews health risks and benefits associated with physical activity.

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- 31.** Prentice, W. (2008). *Essentials of Athletic Injury Management* (7th ed.). Blacklick, OH: McGraw-Hill.  
Introduces exercises benefiting the body's major muscle groups. Covers the care and prevention of injuries in physical education and legal liabilities applicable to physical education.
  - 32.** Prentice, W. & Arnheim, D. (2009). *Arnheim's principles of athletic training: A competency based approach* (13th ed.). Blacklick, OH: McGraw-Hill.  
Discusses the care and prevention of injuries in physical education and safety considerations for a variety of physical education settings.
  - 33.** Rink, J. (2010). *Teaching physical education for learning* (6th ed.). Blacklick, OH: McGraw-Hill.  
Provides comprehensive coverage of developmentally appropriate physical education instructional strategies and strategies that promote an effective learning environment. Analyzes the use of learning theories and knowledge of human development in constructing a positive learning environment. Covers the principles of motor development and motor learning and principles of sequential progression of motor skill development. Includes a review of sequentially progressive activities promoting skill acquisition and opportunities for community participation in physical activities. Explores the role of physical education in understanding diversity and appropriate assessment strategies. Offers a review of appropriate uses of technology for physical education instruction and assessment.
  - 34.** Schmottlach, N., McManama, J., & Hicks, L. (2010). *The physical education activity handbook* (12th ed.). San Francisco, CA: B. Cummings.  
Offers a thorough review of safety considerations, rules, strategies, and terminology related to physical education. Includes coverage of motivational theories and techniques, principles of sequential development of motor skills, appropriate prompts and cues for teaching movement skills, and the effect of skill-related fitness on performance. Outlines the use of technology in physical education to support cross-curricular learning.
  - 35.** Siedentop, D. (2009). *Introduction to physical education, fitness, and sport* (7th ed.). Blacklick, OH: McGraw-Hill.  
Provides analysis of the goals and values of physical education. Covers the characteristics of various curriculum models and multiple factors affecting curriculum planning. Introduces strategies addressing diverse student needs and factors associated with the development of social and emotional health through physical activity. Outlines legal liabilities applicable to physical education and professional development experiences to enhance teacher effectiveness.

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- 36.** Stokes, R., Moore, C., & Schultz, S. (1996). *Personal fitness and you* (2nd ed.). Winston-Salem, NC: Hunter Textbooks.  
Reviews physical fitness assessments and strategies for improving student levels of physical fitness. Offers guidelines for improving physical fitness. Analyzes factors associated with the development of social and emotional health through physical activity. Presents terminology and safety considerations for various physical activity settings.
- 37.** Stokes, R. & Schultz, S. (2009). *Get active! get fit! a middle school approach*. Winston-Salem, NC: Hunter Textbooks.  
Discusses the health-related components of a personal fitness program. Explores factors associated with the development of social and emotional health through physical activity.
- 38.** Williams, C.S., Harageones, E.G., Johnson, D.J., & Smith, C.D. (2005). *Personal fitness: Looking good, feeling good* (5th ed.). Dubuque, IA: Kendall Hunt.  
Details the effects of skill-related fitness on performance. Examines the roles of nutrition and exercise in meeting student needs; the risks and benefits of physical activity; benefits of exercises that benefit major muscle groups; and the contributions of physical education to lifetime health, wellness, and physical fitness. Also covers appropriate physical fitness assessment strategies for use within physical education.
- 39.** Winnick, J.P. (2005). *Adapted physical education and sport* (4th ed.). Champaign, IL: Human Kinetics.  
Reviews historical events and trends that have influenced the physical education profession. Introduces characteristics of various curriculum models, strategies and adaptations that address the needs of diverse students and the role of physical education in developing an understanding of diversity. Discusses the use of learning theories and knowledge of human development to support psychomotor, cognitive, and affective development. Includes coverage of authentic and traditional assessment strategies for use within the psychomotor domain, major state and federal legislation that impacts physical education, and the use of technology in physical education.



## **Additional Information**

Please visit the following website to review FTCE registration, to obtain an FTCE/FELE registration bulletin, and to find additional FTCE information, including upcoming test dates, test locations, and passing scores.

<http://www.fldoe.org/asp/ftce>



The Florida Department of Education and its test contractors currently employ strategies to protect the environment in the production and destruction of FTCE/FELE materials. The Department encourages schools and districts to recycle non-secure FTCE/FELE products after use.