

Aerobics 1 (1503400) Item Specifications



Hillsborough County Public Schools

Florida Department of Education

Race to the Top

Revised Version, 2013

This project was developed as part of the Florida Department of Education's Race to the Top Initiative.

As a statewide initiative, teachers from districts throughout the state contributed to the development of these materials.

The following districts worked in partnership with HCPS to contribute to the success of the project:

DeSoto
Duval
Escambia
Hendry
Lake
Leon
Pinellas
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Osceola
St. Lucie

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Course Name: Aerobics 1
Course Number: 1503400

Item Specifications

Subject Area: CCSS: English Language Arts

Strand: Standards for Speaking and Listening

Cluster: Comprehension and Collaboration

Standard: LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others ideas and expressions.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address discussions related to aerobics.

Stimulus Attributes:

Stimulus may be related to aerobics or discussions that might occur while participating in aerobics.

Stimulus may include a diverse group of participants.

Response Attributes:

Responses may include statements related to aerobics by at least one participant in the discussion.

Sample Item:

Philippe and Samantha were discussing cardiorespiratory activities. They disagreed on which aerobic activity would provide the best cardiovascular benefit. What could Philippe say to Samantha to convince her that his activity is best?

- * A. He can list all the benefits of his aerobic activity.
- B. He could tell why Samantha's aerobic activity is not fun.
- C. He can get his best friend to agree with his aerobic activity.
- D. He can tell Samantha that her aerobic activity is unpopular.

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Course Name: Aerobics 1
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Item Specifications

Subject Area: CCSS: Mathematics

Domain: Reasoning with Equations & Inequalities

Cluster: Represent and solve equations and inequalities graphically.

Standard: MACC.912.A-REI.4.10 Understand the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address graphing aerobic related variables.

Stimulus Attributes:

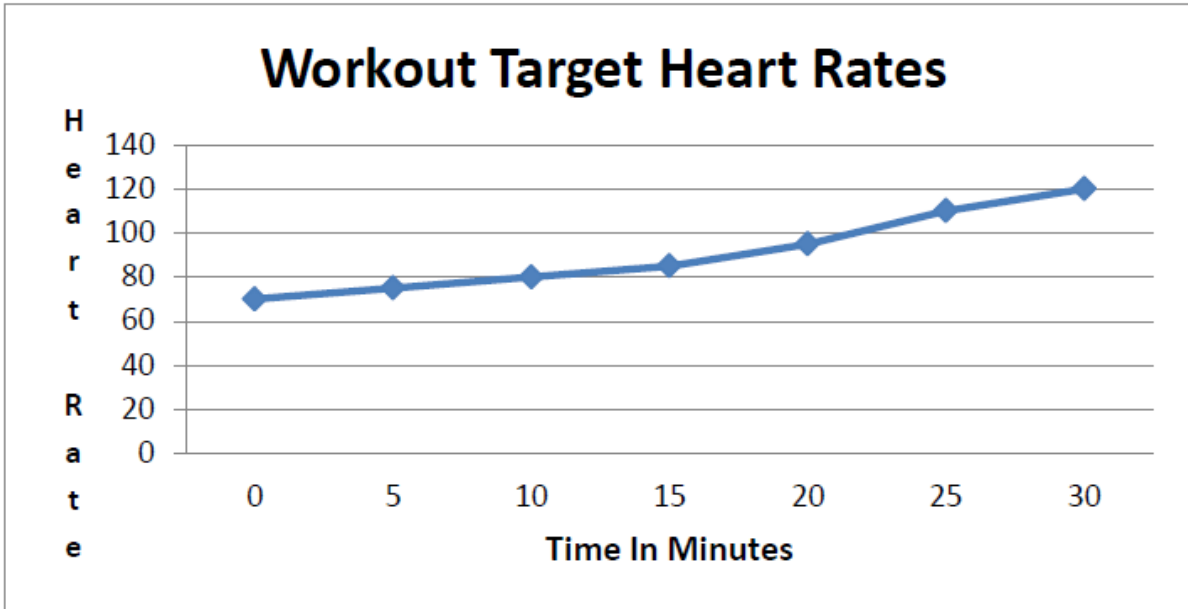
Stimulus may address analyzing a graph in two variables as related to aerobic activity, such as heart rate vs. time.

Stimulus may include a two-variable graph.

Response Attributes:

Responses may be related to identification of aerobic activities such as heart rate, heart rate during warm-up/cool-down periods, and heart rate during specific points of activity on the graph.

Sample Item:



- A. 85
- * B. 90
- C. 110
- D. 270

Course Name: Aerobics 1
Course Number: 1503400

Item Specifications

Subject Area: CCSS: Mathematics

Domain: Interpreting Categorical and Quantitative Data

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

Standard: MACC.912.S-ID.1.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (inter-quartile 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 statistics and measurement concepts as it relates to aerobic activity.

Stimulus Attributes:

Stimulus may address statistical/measurable data as it relates to aerobics activity. Stimulus may compare two or more different data sets.

Response Attributes:

Responses may be related aerobic activity such as resting heart rate, maximum heart rate, training and recovery heart rates, age, gender, and/or percentiles.

Sample Item:

Based on the data, which class periods demonstrated the greatest spread in the mean pulse rates during an aerobic dance routine?

Pulse Rates for Ms. Jones' Classes – Aerobic Dance				
	Period 1	Period 2	Period 3	Period 4
Student 1	64	68	72	69
Student 2	74	70	73	70
Student 3	75	69	78	66
Student 4	61	64	76	70
Student 5	73	62	72	71
Student 6	66	66	78	72
Student 7	68	71	72	66

- A. Period 1 and Period 4
- B. Period 1 and Period 2
- * C. Period 2 and Period 3
- D. Period 3 and Period 4

Course Name: Aerobics 1
Course Number: 1503400

Item Specifications

Strand: Cognitive Ability

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.2 Apply terminology and etiquette in dance.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address terminology used for aerobic activities and how it improves participation in those activities. Items may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may address terminology used when participating in aerobic dance or appropriate etiquette for dance activity.

Stimulus may include scenarios in which the student must make a decision about appropriate etiquette in dance.

Response Attributes:

Responses may include various dance steps and appropriate etiquette necessary for participation in aerobic dance.

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Item Specifications

Strand: Cognitive Ability

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.5 Analyze the relationship between music and dance.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address relational topics of music and dance.

Stimulus Attributes:

Stimulus may address an understanding of music as it relates to aerobic dance.

Response Attributes:

Responses may be related to music and its relationship with dance such as tempo, rhythm, measure, beat, and counts as used in aerobic dance.

Sample Item:

Joanie is choosing music for a dancing routine. The members of her group expressed an interest in doing a hip-hop routine from a music video. What would she need to analyze in a potential music selection that would help to meet the wants of her team?

- A. various beats, common rhythm
- B. decreasing tempo, few measures
- C. slow tempo, erratic rhythm
- * D. increasing tempo, common rhythm

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Course Name: Aerobics 1

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Item Specifications

Strand: Cognitive Ability

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.15 Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the target heart rate zone and how to use it to change intensity levels during aerobic activities.

Stimulus Attributes:

Stimulus may address the calculation and manipulation of activity intensity in order to stay within the target heart rate zone.

Response Attributes:

Responses may include calculating the target heart rate zone and its response to different aerobic activities.

Responses may include topics such as maximum heart rate and resting heart rates. Responses may not include any physiological response other than the heart rate.

Sample Item:

Stimulus: After beginning an aerobic dance class, Steve decides that he would like to analyze his intensity during the class. Steve is 42 years old. He has been exercising for 15 minutes and his heart rate is 108. Calculate Steve's target heart rate zone (60-85% of the maximum heart rate). Identify at least three modifications he should make to improve his level of fitness.

Target Heart Rate Zone: _____

Rubric:

- 4 Points** The response calculation for Target Heart Rate zone is accurate. The student identifies at least 3 correct modifications that can positively improve his level of fitness.
- 3 Points** The response calculation for Target Heart Rate zone is accurate. The student identifies at least 2 correct modifications that can improve his level of fitness.
- 2 Points** The response calculation for Target Heart Rate zone is incomplete and/or inaccurate. The student analyzes the calculation and identifies at least 1 correct modification that can improve his level of fitness.
- 1 Point** The response calculation for Target Heart Rate zone is incomplete and/or inaccurate. Based on the data, the student did not identify a correct modification that can improve his level of fitness.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 1
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Item Specifications

Strand: Cognitive Ability

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.16 Explain the methods of monitoring levels of intensity during aerobic activity.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address intensity monitoring techniques during aerobic activities.

Stimulus Attributes:

Stimulus may address intensity monitoring methods such as taking heart rate readings, blood pressure readings, and/or utilizing technology aids (i.e. heart rate monitors, pedometers, etc.)

Response Attributes:

Responses may include monitoring techniques and how they can be used to manipulate intensity levels of an aerobic activity.

Responses may include where and how to check for a pulse and how that information relates to intensity levels.

Sample Item:

Linda is an adult and just began a fitness program to lose weight and improve her health. What is the least intrusive way for Linda to monitor her level of intensity during and aerobic activity?

- * A. Continue the activity but make sure she can carry a conversation without trouble.
- B. Continue the activity and do a quick pulse check for heart rate.
- C. Continue the activity and make sure that she is breathing and sweating heavily.
- D. Stop the activity and make sure to check her heart rate for a full minute.

Sample Item 2:

Stimulus: During aerobic activity, which method for determining your training heart rate would you choose as being the most accurate and least disruptive to your workout? In a paragraph, provide an explanation as to why you selected a particular method.

Rubric:

- 4 Points** Response demonstrates a thorough understanding of monitoring techniques. Response includes an extensive explanation of the benefits of the selected method with supporting details. The writing is clear and contains few grammatical errors.
- 3 Points** Response demonstrates a partial understanding of monitoring techniques. Response includes an accurate explanation of the benefits of the selected method. The supporting details may be brief or contain minor errors. The writing is generally clear and may contain minor grammatical errors.
- 2 Points** Response demonstrates a minimal understanding of monitoring techniques. Response includes a limited explanation of the selected method with few supporting details. There may be multiple errors in the explanation. The writing is somewhat unclear and may contain multiple grammatical errors.
- 1 Point** Response demonstrates a poor understanding of monitoring techniques. Response includes an incorrect monitoring method or the explanation is generally incorrect. The writing is generally unclear and may contain major grammatical errors.
- 0 Points** The Response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 1
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Item Specifications

Strand: Cognitive Ability

Standard: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

Benchmark: PE.912.C.2.23 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 aerobic activities, and how to apply technology in order to evaluate, monitor, and/or improve those performances.

Stimulus Attributes:

Stimulus may address various instruments of technology that will allow analysis of data necessary to improve performance.

Stimulus may address data analysis.

Stimulus may include diagrams, charts, and graphs related to aerobic activities.

Response Attributes:

Responses may include various methods of technology available to monitor physical performance such as pedometers, heart monitors, fitness programs, and/or videos. Responses may include diagrams, charts, and graphs related to aerobic activities.

Sample Item:

Shawnette’s aerobics class does a basic 20-minute choreographed step aerobics routine for the first two classes. In the next two classes, the instructor teaches them a more complex routine which requires a greater number of steps in the same amount of time. In each class, the teacher allows the students to select which type of step equipment is most appropriate for his/her fitness level.

Shawnette uses a heart rate monitor during each class so she can track her heart rate. After each class, she records her heart rate and the equipment she uses in a chart. Shawnette’s target hart rate zone is 122–163 bpm.

Shawnette’s Heart Rate During Step Aerobics

	Heart Rate	Number of Steps Taken	Equipment Selected
Class 1	110–115	1000	2-inch step
Class 2	135–145	1000	6-inch step
Class 3	135–145	1500	4-inch step
Class 4	165–175	1500	8-inch step

Using the chart, which statement is the **BEST** analysis of Shawnette’s performance?

- A. She should keep practicing the basic routine on the 2-inch step to increase her heart rate.
- B. She should not have used a 6-inch step in the basic routine because her heart rate was too fast.
- * C. In the more complex routine, she should not use an 8-inch step because her heart rate was too high.
- D. In the more complex routine, a 4-inch step was too easy and did not raise her heart rate enough.

Course Name: Aerobics 1
Course Number: 1503400

Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.1 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 provide evidence of aerobic activity. Items should include strategies for MVPA.

Stimulus Attributes:

Stimulus may provide evidence of participation in moderate to vigorous activity on five or more days of the week.

Response Attributes:

Responses may include evidence of participation in physical activity beyond physical education on five or more days of the week through an activity log.

Sample Item:

Stimulus: In a two paragraph essay, summarize your participation in an effective seven-day regimen of moderate to vigorous activity beyond your physical education class. Your response should detail the types of activities, the duration, and the frequency.

Rubric:

- 4 Points** The student demonstrates a thorough understanding of moderate physical activity. The response includes at least five days of moderate or vigorous activities completed outside of school. The duration of each daily activity is correctly described as lasting 20 minutes or longer and the activities vary throughout the week.
- 3 Points** The student demonstrates a partial understanding of moderate physical activity. The response includes at least five days of moderate or vigorous activities completed outside of school. One of the activities may not be an appropriate selection. The duration is generally described as lasting 20 minutes or longer but the activities may not vary throughout the week.
- 2 Points** The student demonstrated a minimal understanding of moderate physical activity. The response may include less than five days of moderate or vigorous physical activities completed outside of school. The activities selected may not be appropriate and the duration is generally described as less than 20 minutes. The activities may not vary throughout the week or some information may be missing.
- 1 Point** The student demonstrated a poor understanding of moderate physical activity. The response includes less than five days of moderate or physical activities completed outside of school. The activities selected are generally not appropriate or information is frequently missing.
- 0 Points** The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 1
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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.2 Participate in a variety of activities that promote the health-related components of fitness.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to health-related components of fitness utilized during aerobics.

Stimulus Attributes:

Stimulus may address various activities that promote the health-related components of fitness.

Response Attributes:

Responses may include various activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition.

Responses may include logs of performance as they relate to aerobics activity.

Sample Item:

Stimulus: Complete the one-week activity log to record your participation in physical activities outside of class. Participate in a variety of aerobic activities that have different fitness benefits. Your log must be completed for at least five days. Categorize each activity into a health related component of fitness.

Day of week	Name of Aerobic Activity	Cardiorespiratory Fitness	Muscular Strength	Muscular Endurance	Flexibility	Body Composition
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Rubric:

4 Points Response includes at least five days of activities. The aerobic activities are correctly classified into the proper health-related component(s) of fitness. The log demonstrates a variety of fitness categories.

3 Points Response includes at least five days of activities. The aerobic activities are generally classified into the proper health-related component(s) of fitness with few errors. The log demonstrates more than one fitness category.

2 Points Response includes fewer than five days of activities. The aerobic activities are generally classified incorrectly into a health-related component(s) of fitness or the log demonstrates little variety in fitness categories.

1 Point Response includes fewer than five days of activities. The aerobic activities are generally classified incorrectly or there is no variety in the fitness categories.

0 Points The response is off topic and/or the student did not make an attempt.

Course Name: Aerobics 1
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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.3 Identify a variety of activities that promote effective stress management.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to stress management techniques that can be utilized in aerobics.

Stimulus Attributes:

Stimulus may include effective or ineffective techniques for stress management as related to aerobic activities.

Stimulus may ask to compare effectiveness of multiple stress techniques as they relate to aerobic activities.

Stimulus may address essential vocabulary applicable to stress management including: (distress, eustress, passive relaxation, yoga, positive coping techniques or other stress relieving or inducing activities).

Response Attributes:

Responses may include both correct and incorrect methods of stress reduction.

Responses may include essential vocabulary applicable to aerobics, including but not limited to, distress, eustress, passive relaxation, yoga, positive coping techniques or other stress relieving or inducing activities.

Sample Item:

Stimulus: Complete the physical activity log with at least four days of physical activities that promote stress management. List at least three physical activities and the number of minutes that each activity is done. Include in your log an explanation of the rationale as to why each physical activity promotes effective stress management.

Day of week	Stress Management Activity	Number of Minutes	Explanation of Rationale
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Rubric:

4 Points Response includes at least four days of physical activities. Response includes at least three different physical activities that promote stress management. Response includes the appropriate number of minutes for the physical activities to promote stress management. Response includes a thorough and correct explanation of the rationale as to why the physical activities promote effective stress management.

3 Points Response includes at least four days of physical activities. Response includes three different physical activities that may promote stress management. Response includes the number of minutes for the physical activities but the minutes may be less than optimal for stress reduction. Response includes a correct explanation of the rationale as to why the physical activities promote effective stress management but it may contain minor errors.

2 Points Response includes at least three days of physical activities. Response includes at least two different physical activities that may promote stress management. Response may include the number of minutes for some physical activities or the minutes may be less than optimal for stress reduction. Response includes a partially correct explanation of the rationale as to why that physical activity promotes effective stress management.

1 Point Response includes at least three days of physical activities. Response includes two different physical activities that may promote stress management. Response includes the number of minutes for a few physical activities or the minutes may be less than optimal for stress reduction. Response does not include a correct explanation of the rationale as to why that physical activity promotes effective stress management.

0 Points The response is off topic and/or the student did not make an attempt.

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Item Specifications

Strand: Lifetime Fitness

Standard: Participate regularly in physical activity.

Benchmark: PE.912.L.3.6 Identify risks 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 address lifetime safety and risk factors associated with aerobic activities.

Stimulus Attributes:

Stimulus may address knowledge of the risks and safety factors as it relates to aerobic activity.

Response Attributes:

Responses may include parts of a workout such as the warm-up and cool-down. Responses may include topics related to overtraining and hydration issues.

Responses may include the changes in a workout required to accommodate different physical changes that occur with aging.

Sample Item:

Which part of a step aerobics routine provides the **BEST** protection against sustaining an injury?

- * A. warm-up
- B. cool-down
- C. workout
- D. the platform

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Course Name: Aerobics 1
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Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

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 self-improvement strategies as they pertain to aerobic activities.

Stimulus Attributes:

Stimulus may address strategies for self-improvement, including one's own needs and strengths including goal setting and fitness assessment strategies.

Stimulus may address health-related and skill-related fitness components. Stimulus may include a diagram, graph, and/or chart.

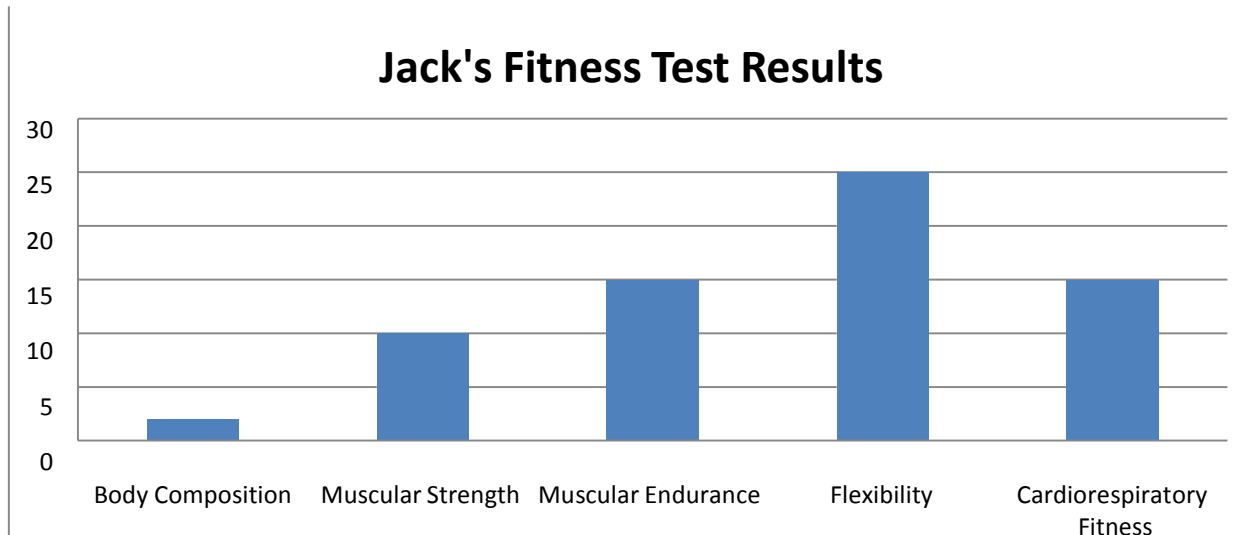
Response Attributes:

Responses may include goals, present fitness level, and principle of progression. Responses may include health and skill-related components of fitness. Responses may include data represented from a diagram, graph, and/or chart.

Responses may include incorrect answer choices related to strategies for self-improvement.

Sample Item:

The graph shows the results of Jack's fitness test. A healthy score is generally between 15 to 30. In which two health-related components should Jack focus to improve his body composition score?



- *
- A. cardiorespiratory fitness and muscular endurance
 - B. muscular strength and muscular endurance
 - C. flexibility and cardiorespiratory fitness
 - D. cardiorespiratory fitness and muscular strength

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Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.8 Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items may be limited to small or large groups and aerobic related equipment.

Stimulus Attributes:

Stimulus may address procedures for designing a creative movement sequence while working with groups.

Stimulus may identify what equipment is necessary if using equipment/props. Stimulus should not include sequence that could be created as an individual.

Response Attributes:

Responses may include choreograph, sequencing, repetition or timing. Responses may include activity logs.

Responses may include aerobic related equipment.

Sample Item:

Task: Work in groups of 3–5 to create a 10 minute aerobic dance sequence which includes a two-minute warm-up, a six-minute workout, and a two-minute cool-down period.

Rubric:

- 4 Points** Response demonstrates a thorough understanding of the task. Response includes a two-minute warm-up activity and a six-minute dance sequence workout. Response includes a two-minute cool-down period.
- 3 Points** Response demonstrates a reasonable understanding of the task. Response includes a warm-up activity and a dance sequence workout. Response includes a cool-down period. The activities may not include the correct time frame or may be somewhat incorrect for the required sequence.
- 2 Points** Response demonstrates an understanding of the task. Response includes completing a warm-up activity and a dance sequence workout. Response includes a cool-down period. The activities may not include the correct time frame or multiple activities are incorrect for the required sequence.
- 1 Point** Response demonstrates a poor understanding of the task. Response includes a warm-up activity and a dance sequence. Response includes a cool-down period. One or more activities may be missing or are incorrect for the required sequence.
- 0 Points** The response is off topic and/or the student did not make an attempt.

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Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

Benchmark: PE.912.M.1.14 Utilize 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 aerobic activities to maintain health and skill levels. Items should address health and skill-related fitness components.

Stimulus Attributes:

Stimulus may address the use of technology specific to aerobics to assess fitness levels such as fitness testing, heart rate monitors, or pedometers.

Stimulus may use application of the overload principle with technology in order to access fitness levels.

Stimulus may include the enhancement of skill-related components of fitness such as power, speed, balance, agility, coordination, or reaction time.

Stimulus may include components of health-related fitness.

Stimulus may include diagrams, charts, and graphs applicable to aerobics.

Response Attributes:

Responses may include technology used to aid in both health and/or skill-related components of fitness.

Responses may include data represented from diagrams, charts, and graphs applicable to aerobics.

Sample Item:

While using a pedometer, you recorded 500 steps to complete one lap around the track. How would you increase the intensity to improve this workout?

- * A. complete the lap in 400 steps
- B. complete the lap in 600 steps
- C. complete two laps around the track
- D. complete another lap on the next day

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Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

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

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address warm-up and cool-down techniques used for aerobic activities.

Stimulus Attributes:

Stimulus may address knowledge of specific warm-up and cool-down techniques for aerobic activities.

Stimulus may include different types of stretching or warm-up activities such as static vs. ballistic vs. PNF stretching or dynamic warm-ups or cool-downs.

Response Attributes:

Responses may include different types of warm-up and cool-down activities including different types of stretching and injury prevention techniques.

Sample Item:

What type of stretching is **MOST** beneficial in preventing injury during aerobic activity?

- A. ballistic
- * B. dynamic
- C. proprioceptive neuromuscular facilitation
- D. static

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Course Name: Aerobics 1
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Item Specifications

Strand: Movement Competency

Standard: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories.

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 aerobic activities and safety factors considered during such activities.

Stimulus Attributes:

Stimulus may address the selection of proper equipment necessary for safe participation in aerobics.

Response Attributes:

Responses may include proper attire, footwear, steps, bands, and mats. Responses may address the reason for selecting equipment.

Sample Item:

Jane wants to determine how high her steps should be prior to the start of a step aerobics class. Jane knows that step selection is an essential safety and equipment issue. Jane considers herself fit, but has not participated in step aerobics. In order to prevent injury and get the most out of her exercise, what height step should Jane choose?

- A. 1–3 inches
- * B. 4–6 inches
- C. 10–12 inches
- D. 13–15 inches

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Course Name: Aerobics 1
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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.5.2 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 of all students during aerobic activities.

Stimulus Attributes:

Stimulus may address strategies for including persons of many different backgrounds and abilities while participating in aerobic activities.

Stimulus may address differentiating course activities applicable to aerobics.

Response Attributes:

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

Responses may also consider different cultural backgrounds and how that affects a student's participation in activities.

Sample Item:

Jennifer's aerobics class just learned a new dance routine. Some of the students are having a tough time remembering the routine including a student with a hearing impairment. What would be the **BEST** thing Jennifer could do to assist other students with the new routine?

- * A. Put the steps in writing on a poster.
- B. Pair the student with a hearing impairment with a partner.
- C. Put the student with a hearing impairment in the front of the class.
- D. Put the student with a hearing impairment in the back of the class.

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Course Name: Aerobics 1
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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.5.4 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 behavior during aerobic activities.

Stimulus Attributes:

Stimulus may address a variety of appropriate personal, social, and ethical behaviors while participating in various aerobic activities.

Response Attributes:

Responses may address essential vocabulary including, but not limited to spatial awareness, harassment, tolerance, hygiene, respect, and trustworthiness.

Responses may include behaviors or responses while participating in aerobics.

Sample Item:

You have noticed that a fellow classmate does not understand the directions given by the aerobics instructor during the workout. What should you do?

- A. Ask the instructor to stop the class and explain the directions to that student.
- B. Ignore the student and continue with the workout hoping that they will catch on.
- * C. Offer to help the student by demonstrating the routine for them to follow.
- D. Suggest that the student move to the back of the room to watch until they get it.

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Course Name: Aerobics 1
Course Number: 1503400

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.5.5 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.

Stimulus Attributes:

Stimulus may address storage and cleaning of equipment, taking turns or appropriate facility usage.

Response Attributes:

Responses may be related to different and appropriate facility usage, appropriate etiquette, care of equipment, or safe behaviors.

Sample Item:

You are selecting a room to use for an aerobics class. What characteristics should you look for in order to ensure safety, etiquette, and the best environment for this class?

- * A. an open space with equipment for all and proper ventilation
- B. a large space with high end equipment and enough light
- C. a square room with equipment for all and enough light
- D. a rectangular room with high end equipment and proper ventilation

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Course Name: Aerobics 1
Course Number: 1503400

Item Specifications

Strand: Responsible Behaviors and Values

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

Benchmark: PE.912.R.6.3 Analyze the role of games, sports, and/or physical activities in other cultures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address aerobic activities and physical fitness related activities and topics relating to different cultures.

Stimulus Attributes:

Stimulus may be related to aerobics or discussions that might occur while participating in aerobics.
Stimulus may include a diverse group of participants.
Stimulus may include how other cultures have influenced the creation of different aerobic activities (i.e. Tae Bo, Yoga, Zumba).
Stimulus may include comparisons of games, sports or activities from other cultures.

Response Attributes:

Responses may include how aerobics has been affected by other cultures.
Responses may include predictions of how aerobics will change based on past influences.
Responses may include charts or diagrams of the attributes of different aerobic activities.