



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Foundations of Personal Fitness.

WHAT TO BRING

- several sharpened No. 2 pencils
- lined notebook paper

ABOUT THE EXAM

The exam will consist of 50 multiple choice questions and five short answer essay questions. The short answer essay questions will include a discussion of the differences between and the benefits of aerobic and anaerobic exercise, the four components of the FITT formula and how they apply to your exercise program, why exercise is important to all people, cardiovascular disease, and health quackery.

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

For this examination, you will be expected to have the knowledge outlined by the Concepts for Review listed on the following pages. You must review all of the concepts of personal fitness. You can also prepare by reviewing the main concepts in *Fitness for Life* (6th edition) by Corbin and Le Masurier, published by Human Kinetics (2014). However, questions are not taken from any one source, so you can prepare by reviewing any of the state-adopted textbooks that are used at your school. All TEKS are assessed. It is important to prepare adequately.

The practice exam included in this document will give you a model of the types of questions that will be asked on your examination. It is **not** a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a complete review sheet.

Proof of Participation

You must complete and document 90 hours of participation in physical activity. You will attach your proof of participation to the exam. Bring the following proof of participation to the exam:

Documentation of heart rates prior to and following physical activity

Date, length, and type of physical activity

Completed log of physical activity including goals and steps taken to achieve those goals

Exams returned *without* Proof of Participation will automatically receive a grade of zero (0).

Good luck on your examination!

Activity Log

Student Name: _____

Activity: _____

Goals: _____

Date	Heart Rate	Length	Partner(s)	Score

PEFOUND Review Topics

- define total fitness
- list and discuss the benefits of exercise and safety concerns with physical activity
- list and describe how the five components of fitness relate to a person's overall health program
- list and describe several exercise-related injuries and how to avoid them
- discuss how the environment affects exercise
- list numerous contraindicated exercises
- discuss the importance of the warm-up and cool down phases of exercise
- calculate your exercise heart rate and understand the importance of exercising within that range
- explain the FITT formula
- explain how exercise relates to good health
- define risk factors that contribute to coronary heart disease
- assess your risk factors
- discuss the importance and types of cardiovascular fitness
- list several ways exercise helps reduce the risk of cardiovascular disease
- discuss the difference between aerobic and anaerobic exercise
- define eustress and distress
- discuss several ways in which stress negatively affects health
- identify several ways exercise can help reduce distress
- describe how exercise can contribute to a weight maintenance and weight loss program
- explain the relationship between calorie consumption and calorie expenditure
- identify several ways strength training can contribute to total fitness
- list four to six negative side effects of anabolic steroids

- define anorexia nervosa and bulimia and name several health-associated problems with each illness
- identify the recommended fluid intake per day for individuals
- list seven to ten activities that help reduce stress
- identify several important steps to planning an exercise program
- recognize several misconceptions associated with strength training
- define muscular strength and muscular endurance, and be able to differentiate between the two
- discuss the benefits of good flexibility
- describe safe and effective stretching techniques
- state and understand the correct percent body fat levels for men and women
- discuss how a person's percent body fat affects their health
- explain several ways to maintain an ideal percent body fat
- list several sources from each of the six nutrient groups
- discuss several warning signs and characteristics of eating disorders
- discuss how to maintain a balanced and healthy diet
- discuss the importance of being an informed health consumer
- name several sources of consumer health information
- evaluate health and exercise related information
- define quackery and identify key concepts that indicate quackery
- plan an exercise program
- evaluate an exercise program
- list goals to help develop and maintain fitness levels
- identify common myths associated with diet, nutrition and physical activity
- describe and explain safety procedures which should be followed when participating in the five components of fitness

- have the opportunity to evaluate your own fitness level
- participate in activities that will help develop total fitness
- identify and describe several methods of assessing percent body fat
- discuss how the commitment to fitness during teenage years influences positive behaviors throughout a person's lifetime
- identify the different parts of the Physical Activity Pyramid
- evaluate differences between controllable and uncontrollable risk factors associated with cardiovascular disease
- distinguish types of situations most concerning related to hyperthermia and hypothermia
- understand the importance and need for rules and etiquette
- define the steps towards conflict resolution

PEFOUND Practice Exam

I. Multiple Choice. Choose the best answer for each question.

1. Total fitness
 - A. is the same as physical fitness.
 - B. refers to skills only.
 - C. can be achieved by the young only.
 - D. includes physical, mental, social, and emotional components.

2. A muscle pull is another name for
 - A. sprain.
 - B. fracture.
 - C. strain.
 - D. microtrauma.

3. How many minutes should a heart cool-down last?
 - A. 1 to 3
 - B. 3 to 5
 - C. 4 to 6
 - D. 5 to 7

4. Which is *not* one of the three items associated with the FITT Formula?
 - A. time
 - B. target ceiling
 - C. frequency
 - D. intensity

5. How many times a week must you exercise to receive benefits?
 - A. 2
 - B. 3
 - C. 4
 - D. 5

6. Which is a non-controllable risk factor for coronary heart disease?
 - A. heredity
 - B. diet
 - C. amount of exercise
 - D. amount of stress

7. Regular exercise helps improve cardiovascular fitness by
- A. reducing HDL levels.
 - B. reducing LDL levels.
 - C. producing cholesterol.
 - D. producing fibrin.
8. When exercising for muscular endurance, what is the minimum number of repetitions that should be done in one set?
- A. 5
 - B. 9
 - C. 15
 - D. 25
9. A female with 15 percent body fat is
- A. underfat.
 - B. near target weight.
 - C. slightly overfat.
 - D. obese.
10. Ideally, you should try to have
- A. no stress in your life.
 - B. only distress.
 - C. the right amount of stress, concentrating on eustress.
 - D. as much distress as possible.
11. Which organization is *not* associated with consumer protection?
- A. State Department
 - B. U. S. Postal Service
 - C. Better Business Bureau
 - D. Federal Trade Commission
12. Which nutrient helps carry wastes out of and nutrients into your cells?
- A. vitamins
 - B. minerals
 - C. fats
 - D. water

II. Short Answer Essay

1. Discuss the five components of fitness and what each one does to improve the quality of life.

PEFOUND Practice Exam Answer Key

I. Multiple Choice

- | | |
|------|-------|
| 1. D | 7. B |
| 2. C | 8. B |
| 3. A | 9. A |
| 4. B | 10. C |
| 5. B | 11. A |
| 6. A | 12. D |

II. Short Answer Essay

1. Muscular strength—helps maintain strength, making muscles stronger and enabling a person to do the necessary activities.
2. Muscular endurance—enables a person to participate in activities for a long period of time before fatiguing.
3. Body composition—maintaining a healthy body composition reduces a person’s risk for coronary heart disease, hypertension, and much more.
4. Flexibility—increasing flexibility enables a person to move freely and helps prevent lower back problems and injuries that can occur during exercise.
5. Cardiovascular fitness—decreases the risk of coronary heart disease, increases HDLs, reduces body fat, increases the strength of the heart, and much more.

Texas Essential Knowledge and Skills PEFOUND– Foundations of Personal Fitness

§116.52. Foundations of Personal Fitness (One-Half Credit).

(a) General requirements. This course is the recommended prerequisite for all other physical education courses.

(b) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

(c) Knowledge and skills.

(1) Movement. While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:

(A) apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression; and

(B) apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.

(2) Social development. During physical activity, the student develops positive self-management and social skills needed to work independently and with others. The student is expected to:

(A) apply rules, procedures, and etiquette; and

(B) recognize and resolve conflicts during physical activity.

(3) Physical activity and health. The student applies safety practices associated with physical activity. The student is expected to:

(A) demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear;

(B) describe examples and exercises that may be harmful or unsafe;

(C) explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise; and

(D) identify the effects of substance abuse on physical performance.

(4) Physical activity and health. The student applies fitness principles during a personal fitness program. The student is expected to:

(A) explain the relationship between physical fitness and health;

(B) participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency;

(C) demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;

(D) compare and contrast health-related and skill-related fitness;

(E) describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test;

(F) list and describe the components of exercise prescription such as overload principle, type, progression, or specificity;

(G) design and implement a personal fitness program; and

(H) evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.

(5) Physical activity and health. The student comprehends practices that impact daily performance, physical activity, and health. The student is expected to:

(A) investigate positive and negative attitudes towards exercise and physical activities;

(B) describe physical fitness activities that can be used for stress reduction;

(C) explain how over training may contribute to negative health problems such as bulimia and anorexia;

(D) analyze the relationship between sound nutritional practices and physical activity;

(E) explain myths associated with physical activity and nutritional practices;

(F) analyze methods of weight control such as diet, exercise, or combination of both; and

(G) identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.

Source: The provisions of this §116.52 adopted to be effective September 1, 1998, 22 TexReg 7759.