

Comparing NYS Learning Standard 1B to NASPE Standards

Learning Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea B

Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.

New York State Learning Standard 1B – Key Idea B is different from the physical fitness standards described in the *National Standards for Physical Education* developed by the National Association for Sport and Physical Education (NASPE/AAHPERD, 1995, 2004). NASPE Standard 3 states that the physically educated person “exhibits a physically active lifestyle” (1995) or “participates regularly in physical activity” (2004); NASPE Standard 4 states that the physically educated person “achieves and maintains a health-enhancing level of physical fitness” (1995, 2004). The NASPE outcomes imply the need for physical activity records and physical fitness test scores. In contrast, New York State Learning Standard 1 – Key Idea B implies the need for a cognitive assessment where students demonstrate the knowledge and skills necessary to design personal fitness programs.

NYS Learning Standard 1	NASPE Content Standards (1995)	NASPE Content Standards (2004)
<p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Key Idea A. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.</p> <p>Key Idea B. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>	<p>A physically educated person:</p> <p>#3 exhibits a physically active lifestyle.</p> <p>#4 achieves and maintains a health-enhancing level of fitness.</p>	<p>A physical educated person:</p> <p>#3 participates regularly in physical activity.</p> <p>#4 achieves and maintains a health-enhancing level of fitness.</p>

New York State Learning Standards are aligned with NASPE’S Content Standards. For more information please see www.aahperd.org/NASPE.

Appropriate Practices for Health-Related Fitness and Fitness Testing

To set a context for the fitness education component of a commencement level program and fitness testing, it is helpful to review what is considered appropriate professional practice. NASPE has authored publications for high school, middle school, and elementary school levels that explain appropriate and inappropriate practices on a variety of topics including health-related fitness and fitness testing. These identify key aspects of professional practice for curricula, instruction, and assessment and are presented to provide specific guidelines for instructional practices that support maximum opportunities for developmentally appropriate student achievement. Inappropriate practices identify common practices that are counterproductive or even harmful to the physical, mental, social, and emotional development of children and adolescents, and they should be avoided or changed.