

Content – Health & Fitness

Learning Standard 1 – Key Idea B

Standard 1B has been interpreted to mean that by commencement students should be prepared to successfully evaluate physical fitness and recommend a personal fitness exercise plan that specifically addresses the needs and concerns of an individual.

Suggestion:

Teachers may chose to have students engage in the Standard 1B Cognitive Assessment after they have completed a variety of units of instruction found in the Fitness Category of the Standard 1A Physical Activity Assessments. Such activities include step aerobics, water aerobics, Tae Bo, cardio-kick boxing, aerobic activities, weight training, and Pilates. These all align with the health-related components of fitness (e.g., cardiorespiratory fitness, muscle strength and endurance, and flexibility) that are the focus of the Standard 1B Assessment. Not only do the physical activity assessments require physical performance, they also require written work in their assessments that is consistent with that required for the Standard 1B Assessment. Students may find the specific learning experiences and assessments in the physical activity assessments helpful before engaging in the comprehensive assessment experience required in the Standard 1B Assessment.

Major Content Topics for Learning Standard 1 – Key Idea B

These topics are included in the fitness assessments at the commencement level in ways that are developmentally appropriate. Students should be familiar with these topics to succeed in the commencement-level cognitive assessment for Learning Standard 1 Key Idea B.

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| Benefits of Being Physically Active | | | |
| <ul style="list-style-type: none"> • Improves quality of life • Helps build and/or maintain aerobic capacity, healthy bones, muscles, and joints, and promotes flexibility • Promotes physiological well-being • Helps control weight • Reduces risk of heart disease, high blood pressure, and stroke • Reduces risk of cancer • Reduces risk of diabetes • Reduces risk of developing depression and anxiety • Reduces risk of dying prematurely | | | |
| <p style="text-align: center;">Health Risk Assessment</p> <ul style="list-style-type: none"> • Medical Readiness • Physical Activity Readiness • Fitness Zones / Healthy Zones / Target Zones (HR_{rest}, HR_{max}, HR_{reserve}, HR_{target}) | <p style="text-align: center;">Health Risk Factors</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Non-controllable</u> Age Gender Heredity </td> <td style="width: 50%; vertical-align: top;"> <u>Controllable</u> Activity level Diet Obesity High Blood Pressure High Cholesterol Smoking/Drug/Alcohol Use </td> </tr> </table> | <u>Non-controllable</u> Age Gender Heredity | <u>Controllable</u> Activity level Diet Obesity High Blood Pressure High Cholesterol Smoking/Drug/Alcohol Use |
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| <p style="text-align: center;">Personal Fitness Program Development</p> <ul style="list-style-type: none"> • Establishing a Fitness Profile • Goal Setting • Program Planning • Program Follow-up and Evaluation • Adherence | <p style="text-align: center;">Health-Related Components of Fitness</p> <ul style="list-style-type: none"> • Cardio-respiratory Fitness • Muscle Strength • Muscle Endurance • Flexibility • Body Composition | | |
| <p style="text-align: center;">Principles of Physical Activity</p> <p><u>The Principle of Overload</u> The principle of overload states that to produce fitness and health benefits through physical activity it is required that the body does more than normal, i.e. it adapts.</p> <p><u>The Principle of Progression</u> The principle of progression states that the amount of exercise intensity should be increased gradually.</p> <p><u>The Principle of Specificity</u> The principle of specificity states that a specific type of exercise results in a specific benefit.</p> | <p style="text-align: center;">FITT Formula</p> <p>Frequency - number of physical activity periods per week Intensity - how hard the physical activity is performed Time - duration of the physical activity period Type - the kind of activity undertaken to build a specific component of fitness or to gain a specific benefit</p> <p>The FITT Formula will lead to the answers of questions such as:</p> <ul style="list-style-type: none"> •What is the threshold of exercise intensity? •How big is the target zone? •How much exercise is enough? | | |

What is physical education doing about fitness and the obesity epidemic?

The New York State Learning Standards place a responsibility on physical education to prepare students for a physically active, health-enhancing lifestyle. The Centers for Disease Control and Prevention (CDC) and the U.S. Surgeon General have also specifically challenged Physical Education to be an important part of the solution to the Nation's epidemic of physical inactivity that has led to a startling rise in childhood and adult obesity, cardio-respiratory risk, type II diabetes, and other lifestyle-related diseases. Physical Education remains the last best place to provide all students with instruction and experiences in the knowledge and skills necessary to participate successfully in physical activity at present and throughout their lives.

It is important to understand that the Learning Standards do not call for "getting fit" but, instead, call for acquiring knowledge and skills to be competent or proficient in physical activities and to be able to design personal fitness programs. Although experts recommend 30-60 minutes of moderate to vigorous activity daily, physical education is seldom-scheduled daily, and the Learning Standards require that class time be dedicated to the development of knowledge and skills for a lifetime of physical activity. Thus, physical education should not be simply an exercise period. Instruction in cognitive concepts and application of the concepts of exercise and activity needs to be the primary consideration at the commencement level and an essential part of physical education throughout the K-12 program. Segments of most physical education classes should, however, be allocated for moderate to vigorous activity.

Quality physical education programs make important contributions to the complex issue of obesity and related diseases attributed to physical inactivity through instruction and assessments that are aligned with the learning standards. Learning Standard 1 is divided into two parts. The first part of Learning Standard 1 focuses on preparing students with the knowledge and skills necessary for lifetime participation in health-enhancing physical activities. Realizing that the activities that adults engage in are usually different from those that are popular when they were young, students need opportunities to discover, pursue, and experience success in a wide variety of activities. By providing active physical education classes and effective instruction focusing on the knowledge and skills necessary for enjoyable participation in health-enhancing activities, physical education makes a powerful contribution to the lifetime need for physical activity.

The second part of Learning Standard 1 focuses on instruction and assessment of personal fitness. It does not require that a student become physically fit. Rather, it specifically addresses the need to acquire an understanding of health-related fitness and the need to apply that knowledge to establish a fitness program that would improve or sustain an optimal fitness level.

Assessments for Learning Standards 2 and 3 focus on the general goals of making informed decisions, balancing the demands of daily living, and understanding what is needed to achieve a healthy life.

With the New York State Physical Education Profile, students may be held accountable for demonstrating the knowledge and skills necessary to participate in health-enhancing physical activities and for making appropriate fitness decisions throughout their lives. These assessments, and the materials accompanying them, will encourage teachers to provide planned instruction on physical activity and personal fitness as it pertains to physical inactivity as a primary risk factor for disease.

Quality physical education programs also work with health education and school health services to provide instruction on other healthy lifestyle choices. In many schools, physical education facilities are made available for active extracurricular opportunities for all children. Some districts make physical education facilities available to students and the general community for recreational use outside of school hours. For additional information, strategies, and resources for school-based approaches to combat obesity, see www.nysahperd.org, and www.aahperd.org/NASPE.

The Role of Fitness Testing in Learning Standard 1 – Key Idea B:

Since a physically active, health-enhancing lifestyle involves using information and making plans for achieving goals, commencement level students need to be able to use information to assess current health and fitness status and to make specific recommendations in a fitness program. It is helpful if students have experience generating and using their own personal fitness assessment data to establish and maintain personal physical fitness and health. Fitness testing programs that focus on specific health-related criteria are important instructional experiences throughout the K-12 physical education program, because such tests help students to become aware of fitness components, understand the relationship between exercise and improvement, and establish goals for activity patterns and fitness indicators that are attainable and health-enhancing. Therefore, to achieve the intent of this Learning Standard, fitness test programs should stress attainable health-related goals and personal improvement in health-related indicators. Fitness test programs that simply compare students' results to norms or are skill-related are of little value to the achievement of Learning Standard 1B.

Planning Progression for K-12 Curriculum and Assessment

Standard 1 – Key Idea B has been interpreted to mean that throughout the K-12 physical education program students should experience physical activity and exercise in such a way as to develop a lifelong personal commitment to regular physical activity and an understanding of the relationship between physical activity, fitness, and health. Through positive activity experiences students should progress from a dependence on others for activity, fitness, and health decisions to independent activity and decision-making. By the end of grade 12, students need to know how to engage in health-enhancing activity, evaluate a person’s fitness status when given fitness assessment information, and make decisions related to maintaining and improving personal health and fitness.

| Learning Standard 1 – Key Idea B: Instruction and Assessment | |
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| Commencement-Level | <p>Content: Application of fitness content knowledge including the health-related components of fitness; principles of physical activity (progression, overload, and specificity); the FITT formula (Frequency, Intensity, Time and Type of exercise); health risk factors; fitness data analysis; needs assessment; and fitness program planning for a variety of people</p> <p>Physical Education Profile Assessment: A cognitive performance task requiring analysis and synthesis of data and information leading to the development of specific personal fitness programs for a variety of circumstances.</p> |
| Intermediate Level | <p>Content: Comprehension of fitness content knowledge including the health-related components of fitness; principles of physical activity; the FITT formula; health risk factors; fitness data analysis; needs assessment; and personal fitness program planning</p> <p>Assessment Strategy: A cognitive performance task requiring the knowledge, comprehension, and application of fitness concepts for the purpose of personal fitness planning.</p> |
| Elementary Level (upper) | <p>Content: Understanding of fitness content knowledge including the health-related components of fitness; principles of physical activities; and the FITT formula in the context of physical activities.</p> <p>Assessment Strategy: A series of written cognitive performance tasks related to basic fitness terminology and knowledge based on the experience of personal physical activity.</p> |
| Elementary Level (lower) | <p>Content: Awareness of terminology and concepts of fitness in the context of physical activities.</p> <p>Assessment Strategy: A series of written cognitive performance tasks related to fitness terminology and concepts based on the experience of personal physical activity.</p> |