

To the Student:

After your registration is complete, you may take the online Credit by Examination for PEFOUND.

WHAT TO BRING

- completed **Proof of Participation form** (see instructions beginning on page 2)
- for CBEs proctored online, you will take photos or scans of your forms and other required documentation from your computer or removable media

ABOUT THE EXAM

The exam for Foundations of Personal Fitness 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](#)). 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. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

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.

A list of key concepts is included in this document to focus your studies. 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. It is important to prepare adequately.

Good luck on your examination!

PEFOUND Proof of Participation

In order to earn alternative (distance learning) Physical Education credit (one-half credit for a semester) through TTU K-12, students are **required** to complete and document 90 hours of participation in physical activity. You will upload scans or photos of your proof of participation from your computer or removable media when you take the exam. The following proof of participation is required:

- 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).

PEFOUND Activity Log

Student Name: _____

Activity: _____

Goals: _____

Date	Heart Rate	Length	Partner(s)	Score

PEFOUND Key Concepts

Before taking this exam, you should be able to:

- 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; and
- define the steps towards conflict resolution.

**Texas Essential Knowledge and Skills
PEFOUND – Foundations of Personal Fitness**

TTUISD: PEFOUND (v.3.0) CBE	
TEKS: §116.52. Foundations of Personal Fitness (One-Half Credit) adopted to be effective September 1, 1998	
TEKS Requirement (Secondary)	TEKS Covered
§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;	✓

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(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.	✓
<i>Source: The provisions of this §116.52 adopted to be effective September 1, 1998, 22 TexReg 7759.</i>	