I. Catalog Description:

Interdisciplinary planning and implementation of exercise programs in school, community, and worksite settings; applied exercise physiology, non-clinical exercise assessment; exercise-education strategies to promote adherence in health-related exercise programs.

II. Rationale

Learners in this course will gain the health content and apply the teaching/learning process as preparation to become effective health and physical educators.

III. State Adopted Proficiencies and IV. TExES Competencies

Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 4310 Course Goals</th>
<th>HLTH 4310 Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>001</td>
<td>A. Improve understanding of health content related to physical activity and fitness</td>
<td>Chapter readings Questionnaires Classroom teaching Observations Fitness Assessments Exams</td>
</tr>
<tr>
<td>The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning</td>
<td>002</td>
<td>B. Increase understanding of the teaching/learning process</td>
<td></td>
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<tr>
<td></td>
<td>003</td>
<td>C. Gain experience in promoting</td>
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</table>
experiences for all students. a positive student learning environment.

| Learner-Centered Instruction | 001 | C. Gain experience in promoting a positive student learning environment | Class discussions |
| To create learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources. |
| 002 | D. Examine strategies to deliver content | Classroom teaching |
| | E. Utilize evaluations for classroom teaching | Chapter readings |
| | | Technology assignment |

| Equity in Excellence For All Learners | 015 | B. Increase understanding of the teaching/learning process |
| The teacher responds appropriately to diverse groups of learners |
| 015 | F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students | Chapter readings |
| | | Classroom teaching |
| | | Observations |

| Learner-Centered Communication 015 |
| While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills. |
| C. Gain experience in promoting a positive student learning experience |
| G. Demonstrate instructional planning skills |

| Learner-Centered Professional Development 015 | A. Improve understanding of teaching as a profession and overall professional competence | Exams |
| The teacher, as a reflective Practitioner dedicated to all students success, demonstrates a commitment to learn, to improve the profession, and |
| | | Professional journal reading |
| | | Ethics activity |
V. Course Objectives and Outcomes

A-1. Examine the role of physical fitness in maintaining health throughout the life cycle.
A-2. Analyze the relationship between dieting, exercising, and maintaining a healthy weight.
A-3. Demonstrate knowledge of the fitness components.
A-5. Identify types of exercise and analyze the effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal).
A-6. Explore the health benefits of physical activity throughout the life span.
A-8. Identify strategies for developing and following a personal health plan that encourages good nutrition, stress management, exercise, and appropriate body weight.
A-9. Recognizes that a healthy lifestyle can lead to health promotion and disease prevention.
B-1. Acquire a pedagogically sound and personally comfortable philosophy of teaching.
B-2. Identify and become familiar with three relevant professional journals.
B-3. Write a review of one journal article that is of professional interest and relevance.
B-4. Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.
C-1. Learn the names of all the students in your class.
C-2. Create an emotional supportive and nurturing environment.
C-3. Incorporate at least two modalities in your delivery system (visual, auditory, kinesthetic).
C-4. Use language that is easy to understand to the students and explain difficult terms and concepts.
D-1. In the teaching lesson, use at least 2 different strategies (role-playing, debates, question-answer).
F-1. Explore the common and unique qualities of learners from diverse cultures.
G-1. Demonstrate an understanding of Bloom’s taxonomy.
G-2. Prepare an introductory abbreviated lesson plan for the classroom teaching presentation.

VI. Course Topics

The major topics to be considered are:
A. Wellness through healthy lifestyles
B. Physical fitness assessments
C. Behavior Change
D. Health-related physical fitness components
E. Exercise safety
F. Exercise adherence
G. Nutrition
H. Lifetime weight and fat control
I. Stress management

VI. Instructional Methods and Activities

Methods and activities include :

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-appraisals) (Each student will plan, implement, and evaluate their own fitness program using acquired concepts learned in class. In addition, using one of the textbooks written by the professor, each student will use the 106 Enduring Themes to become educated and then assess and plan strategies for an overall wellness program.
B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations) Two Team Skits will be utilized where students will use creative thinking, problem-solving, and decision-making to promote health concept application
C. Common Intellectual Experiences
   1. Students are assigned readings in which they are required to participate in discussion forums. Also given learning activities through the course to support high-impact educational practices.
D. Diversity and Global Learning
   1. Students are educated in the area of fitness and overall health from different regions of the country as well as internationally. They are required to examine these differences and discuss them with partners in class as well in open class discussions.
VII. Evaluation and Grade Assignments

A. The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>I. Class participation</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>150</td>
</tr>
<tr>
<td>b. Creative Presentation (Sing/Dance)</td>
<td>100</td>
</tr>
<tr>
<td>c. TV Show</td>
<td>100</td>
</tr>
<tr>
<td>d. One Minute Speech</td>
<td>20</td>
</tr>
<tr>
<td>e. Exercise Log</td>
<td>90</td>
</tr>
<tr>
<td>F. Exams</td>
<td>100 each</td>
</tr>
</tbody>
</table>

II. Professional Journals

| a. Favorite journals                        | 50              |
| b. Journal article review                   | 50              |

IV. Outside class

| a. Objectives/Chapter activities (5 to10 pts. each) | 140             |
| b. Notebook                                       | 150             |

Total Points 1000

B. Grading Scale

900 - 1000 = A
800 – 899 = B
700 - 799 = C
600 – 699 = D
599 or below F

C. Description of Course Requirements:

1. Class participation
   a. Attendance – Class attendance and participation is a reflection of a student’s commitment to their performance. One hundred and fifty points possible.
b. Creative Presentation – With your team, you will utilize a creative strategy to teach others about fitness/health. You must sing/dance for full credit! (Worth 100 points).

c. TV Show – Your team will facilitate student learning by being assigned a chapter from the book. The 30-minute TV show will incorporate a prime time drama, game show, talk show, and three commercials. All language and actions must be appropriate. An outline for your team is due one day before presentation. (Worth 100 points).

d. One minute speech – You will present a speech over one of the four topics: 1) your most prized possession, 2) greatest victory, 3) most valuable lesson, & 4) most memorable moment. (Worth 20 points).

e. Exams – Midterm and final are being planned. 100 points each.

2. Professional Journals

a. Favorite Journals - Identify and describe three professional journals in your career path. Write a paragraph that briefly describes the journal and a second paragraph that explains why this journal is of particular interest to you. (Worth 50 points).

b. Journal Review – Complete a journal article review by reading a journal article and then answer the following questions: What are three main ideas? What are the strengths and weaknesses of the article? Was there any bias by the author(s)? How can you apply what you learned from the article to your everyday life and career path? (Worth 50 points)

4. Assignments

a. Objectives and End of chapter assessments and out of class assignments– Each are worth 5 to 10 points (140 points possible).

b. Notebooks – Each student will keep a notebook with the following 7 tabs: 1. handouts, 2. missions, 3. journal, 4. articles, 5. critical thinking, and 6. creative activities, and 7. notes.
5. Other Important Points

a. Your class attendance is **very important**. When you're in class, we learn from you as much as you learn from us. Your knowledge, experiences, attitudes and values, and behaviors will all help in the learning process. You're rewarded for participating in class with 15 points and penalized 15 points for missing class with an unexcused absence. Only three **excused** absences are acceptable: 1) illness, 2) death in the family, and 3) class field trip.

If you miss class because of an **excused** absence, simply write your own note and turn it in on your return to class. On your note, identify the **date you missed**, **why you missed**, and **sign it yourself**.

b. Late assignments: Late assignments **will not** be accepted. If you miss class, you are responsible for turning in the work when it is due. If you miss the due date because of an excused absence, the work will be accepted with an **excused note attached** to the work.

L

c. Academic honest and integrity. Students are expected to do their own work at all times. See university catalog.

d. Please turn all cells phones off and refrain from looking at them during class.

e. Please be on time to class. Three or more tardies will result in a penalty of 10 pointes each.

X. Textbooks


XI. Bibliography

The knowledge bases that support course content are:


Benjamin Cummings.


Texas Essential Knowledge and Skills (TEKS). (www.tea.state.tx.us/teks)

**Tentative Course Schedule**

Mon. Jan. 4  Chapter 1: Intro. To Wellness, Fitness and Lifestyle Management
- Assessments with chapter
- One-minute speech
- Behavior Change Project Introduced
- Teambuilding Activities

Tues. Jan. 5  Chapter 2: Principles of Physical Fitness:
- (Behavior Change 1st part due)
- Assessments with chapter 2 due

Wed. Jan. 6  Chapter 3: Cardiorespiratory Endurance
- Assessment with chapter 3 due
- Library assignment – 10 Website addresses related to fitness introduced

Thur. Jan. 7  Chapter 4: Muscular Strength and Endurance
- Assessments with chapter 4 due
- Presentations

Fri. Jan. 8  Chapter 5: Flexibility and Low Back Health
- Assessments due
- Presentations

Mon. Jan. 11  Chapter 6: Body Composition
- Assessments due from chapter 6

Tues. Jan. 12  Chapter 7  Putting Together a Complete Fitness Program
- Assessments Due
Wed. Jan. 13  Chapter 8 Nutrition   HEB Field Trip   TV Shows
            Assessments Due

Thur. Jan. 14 Chapter 9  Weight Management   TV Shows
            Assessments Due

Fri. Jan. 16  Chapter 10  Stress  Closing Ceremonies, Notebook Due
            Assessments Due