



Midwestern State University
Gordon T. & Ellen West College of Education

KNES 1503: 102 Concepts of Fitness & Wellness
8:00-9:20
Fall 2020

Professor: Dr. Carrie Taylor Ed.D
Office: BH 320
Phone: (940) 397-4874
Email: carrie.taylor@msutexas.edu

Class Meeting Places & Times:
BH 205 Tuesday and Thursday 8:00-9:20

Office Hours:
Monday & Wednesday 8-10 am
Wednesday 2-3

Instructor Response

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Required Text: Fahey, T. D., Insel, P. M., Roth, W. T., & Insel, C. (2019). *Fit & well: Core concepts and labs in physical education and wellness*. NY, NY: McGraw-Hill Education

Course Meetings: Group A will meet on the listed A. Group B will meet in the classroom on days listed B. Dates you are not reported to class you will be watching Zoom of the class and checking in just like you were in class.

Official course description: Examination of the basic concepts and principles for improving and maintaining health and well-being across the lifespan.

Course overview

This semester, we will focus on the effects of physical activity and exercise on health and well-being. We will focus on the benefits, behaviors, and science associated with lifetime personal fitness and wellness.

Course Objectives/Learning Outcomes

Throughout the class and upon completion of the course the student will:

1. Develop a working knowledge of the benefits of exercise, and a physically active lifestyle. SBEC

II

2. Develop an understanding of wellness and fitness concepts, including cardiovascular strength, muscular strength, muscular endurance, body composition, and flexibility. SBEC II, IV, VI Shape 1.2, 1.3, 3.3
3. Develop physical activity behaviors associated with lifetime personal fitness and wellness. SBEC II Shape 1.2, 1.3, 3.3
4. Participate in the conduction and interpretation of personal fitness assessments. SBEC II Shape 1.2, 1.3, 3.3
5. Determine age appropriate activities for improving the health-related components of fitness. SBEC II Shape 1.2, 1.3, 3.3
6. Develop a working knowledge of the benefit of a healthy eating plan. SBEC II Shape 1.2, 1.3, 3.3.
7. Develop a working knowledge of key and current health topics. SBEC II Shape 2. 3, 3.1, 2.3, 3.3, 3.4, 3.4, and 4.2, 4/.5 and 4.6.

Technology Skills

- Must be able to send and receive email
- Must be able to create, send and receive Microsoft Word, Excel, Publisher or PowerPoint documents and log in to your Google Account to access Google Sites
- Must be able to use Desire 2 Learn portal
- Must be able to download and utilize Flipgrid
- Must be able to appropriately use internet links and websites
- *Important!!!! Chromebooks will not work* with testing tools like Respondus Lockdown Browser and a webcam may be required for tests.
- Be sure to review the technology requirements at [MSUTexas](https://www.msutexas.edu) website for online students.
- D2L/Brightspace offers tutorials to help the student become familiar with all of the tools and features of D2L. Students can find those on our [Distance Education](#) page.

Communication Policies

- Before you email me, make sure to follow the “Three then Me” rule. The “Three then Me” rule says that you search for your answer regarding the course in at least three other places before you email me.
- For example, if you have a question about an assignment, you should consult your syllabus, your grading scale or rubric, or the assignment description on D2L.
- Remember, check three sources before you email me your question. It is very likely you’ll find the answer and not need to email me. If you don’t find the answer and need clarification, feel free to email me.
- During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday by noon.

Assignment/ Projects	Points	Grading Scale	
Exams (2)	300	932-1035	A
Research & Oral Presentation	150	828-931	B
Quizzes	140	725-827	C
Fitnessgram	50	621-724	D
Final Self-Reflection Paper	30		
3-Day Dietary Program	100		
Flipgrid Fitness Programs & Evaluation	125		
Participation/Professionalism 5 pts day	140		
Total Points	1035		

Module I

Section	Day	Date	Content	Activities/ Assignment
A	Tue.	Aug 25	Syllabus, & General Information C. 1 Extra Credit/ Get to know	Download Flipgrid 5pts
B	Thur.	Aug 27	C.1 Introduction to Wellness, Fitness and Lifestyle	Quiz 1
A	Tue.	Sept 1	C. 2 Principles of Physical Fitness	Quiz 2
B	Thur.	Sept 3	Cardiorespiratory Endurance	Quiz 3
A	Tue.	Sept 8	Muscular Strength/Endurance/Flexibility	Quiz 4 & 5
B	Thur.	Sept 10	Body Composition	Quiz 6
AB	Tue.	Sept 15	Exam 1	Exam 1

Module II

A	Thur.	Sept 17	Classroom Wellness Evaluations	Workout clothes
B	Tue.	Sept 22	Classroom Wellness Evaluations	Workout clothes
A	Thur.	Sept 24	Wellness Center Visit (B No Zoom)	“”
B	Tue	Sept 29	Wellness Center Visit (A No Zoom)	Quiz 7
AB	Thur.	Oct 1	Putting Together a Fitness Plan/Flipgrid	Wellness Center
AB	Tue.	Oct 6	Putting Together a Fitness Plan/Flipgrid	Wellness Center
AB	Thur.	Oct 8	Putting Together a Fitness Plan/Flipgrid	Wellness Center
AB	Tue.	Oct 13	Evaluation of each other/ Flipgrid	Wellness Center
AB	Thur.	Oct 15	Evaluation of each other/ Flipgrid	Quiz 8
B	Tue.	Oct 20	Nutrition 3-day Dietary Log Discussed	
AB	Thur.	Oct 22	Fitness Gram	Small Gym Workout clothes
B	Tue.	Oct 27	Weight Management	Quiz 9 3-day dietary due
A	Thur.	Oct 29	Stress	Quiz 10
B	Tue.	Nov 3	Cardiovascular Health	Quiz 11
AB	Thur.	Nov 5	Exam 2	Exam 2

Module III

A	Tue.	Nov 10	Research/Oral Presentation	
B	Thur.	Nov 12	Research/Oral Presentation	
A	Tue.	Nov 17	Research/Oral Presentation	
B	Thur.	Nov 19	Research/Oral Presentation	
A	Tue.	Nov 24	Research/Oral Presentation	Last day in class
BA	Thur.	Nov 26	Thanksgiving	
AB	Tue.	Dec 1	Cancer /Substance Use and Misuse	Quiz 12 & 13
AB	Thur.	Dec 3	Sexually Transmitted Infection/ Environment Health	Quiz 14 & 15
Final	Thur	Dec 10	Final 8-10 Self-Reflection Paper Due	

6. Course Policies –

Grading

1. All assignments must be typed for credit (work will not be accepted unless it is typed).
Format – FOR ALL PAPERS: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The title page should have your names, the class and section number, and the semester centered on the page. Papers that do not follow this format will not be accepted or graded.
2. Late assignments will have a minimum automatic 25%- deduction for each day/partial day late.

3. Exams – The exams may include multiple choice, short answer, and essay questions. Exams, as well as any quizzes or postings will cover both lecture and book/reading materials. Exams can ONLY be made up in the direst of circumstances, and at the Instructor’s discretion. The mid-term and final is worth 150 points each.

4. Grammar will be graded as part of any assignment. The MSU writing lab is available to all MSU students. <http://www.mwsu.edu/writingcenter/>

5. The office of Disability Support Services provides information and assistance, arranges accommodations information and assistance, and arranges accommodations and staff. A student/Employee who seeks accommodations on the basis of disability must register with the Office of Disability Support Services.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a documented disability, please contact the instructor before classroom accommodations can be provided. The Disability Support Services may be contacted at 940-397-4140 (voice), 940-397-4515 (TDD), <http://students.mwsu.edu/disability>, or visit 3410 Taft Blvd., Clark Student Center Room 168.

a. Quizzes:

- Chapter will have a 10-25 question Multiple Choice and/or True and False questions due prior to the start of the class the topic will be discussed. If you do not meet the timeline, the window will not reopen. These will be on D2L, please ensure you keep up with the announcement on D2L for any updates of changes. You will be responsible for knowing if changes have occurred. You will have a week to take the quiz.

b. Fitnessgram:

- During mid-semester we will go to the small gym and go through the Fitness Gram to prepare you to administer the exam when you teach. It will be required for you to dress out and participate fully in the activities to learn the proper administration.

c. Program Diet Analysis Tool

- You will be responsible for logging into and setting up a free account to My Fitness Pal. Fill out your personal profile. Choose to maintain, lose or gain weight. Choose your activity level. Report your food consumption for 3 days consecutive. This is not a time to start eating healthy, it is to be what you normally would consume. You will be able to generate reports from this website to upload and submit. More will be discussed during class.

d. Flipgrid Wellness Program:

- The first Flipgrid assignment will be to design exercises for muscle strength, endurance, warmup, flexibility/cool down as a group at the Wellness center.
- The second will be to design a workout for muscle strength, endurance and flexibility.
- The third will be to record each program on the Flipgrid App.
- The fourth will be to evaluate others' workout and give constructive feedback.

e. Oral Presentations:

- You will give a 7-10-minute Google Slides presentation over an approved topic in which we have covered or relevant to health. You will need 5- current PEER-REVIEWED articles or journals on your reference slide at the end. Check APA at Purdue Owl if you need help knowing how to set the page properly. Your grade will include proper questions to your classmates' presentations. All presentations should be professional, if

any YouTube videos are used no more than 30 seconds in length and in appropriate taste for a professional presentation. You should come professional dressed. All topics will be assigned.

f. Attendance

Attendance is expected at all class meetings and please do not confuse attendance with “participation”. Class begins on TIME. You are expected to be on early as we will start on time. Roll is taken, and if you are not in your seat, you will be counted absent. Leaving class early without prior permission will result in your being counted absent for the class session. Students are expected to attend all meetings of the classes in which they are enrolled.

Professional responsibility in the context of this course relates to your ability to come to class and participate actively in class, and with other classmates. You should come dressed as though you are coming to class and on presentation days you should dress professionally. Each day is worth 5-points, on time, participation, dress.

2 points: Punctual, Participates, Professional

0 points: Missing any of the above

28 X 2= 56 points

g. Extra Credit

Only one extra credit will be available on getting to know diverse populations.

h. Late Work Policy

Late work will not be accepted.

Personal Hygiene

a. Face coverings should be worn by faculty and students.

b. Disinfection of classrooms and lab areas will follow current CDC guidelines, and be performed between each class.

i. Disinfection guidelines will be posted in all gym, classrooms and lab areas.

c. Frequent handwashing will be required before and after contact with other students or equipment.

WCOE Attendance Policy

Absence Policy - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking ‘blocked’ courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor’s drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Academic Integrity

Student Honor Creed *"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."* You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation. When in doubt on collaboration, citation, or any issue, please contact me before embarking on a perilous path. Please see <http://students.mwsu.edu/dean/> for more information.

General WCOE Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

- This class will engage in open discussion – all students are to address one another and the instructor with respect and courtesy, this includes speaking when recognized by the professor. The proper way to be recognized is to raise your hand and wait until you are called on. This is not Parliament – you never “have the floor.” I will let you know when you have been recognized and when your turn to speak is complete. If you disagree with a point or classmate, you are expected to express yourself in a principled and dignified fashion. I trust and feel confident we will engage in discussion and debate that exemplifies the ideals and spirit of the founders of our country. I will accept no less.
- Any disrespectful or disruptive behavior – including, but not limited to: sleeping, reading, side discussions, overt disruptions, harassing behaviors, etc - will result in your dismissal from the class, and may result in your dismissal from the course with a “WF” (Withdraw Failing), and/or a referral to the Office of Student Conduct.
- CELL PHONES (READ THIS TWICE, PLEASE). There are NO cell phones permitted to be out during this class unless we are doing a Flipgrid activity. This class requires your engagement, and cell phones serve to detract from that engagement. Additionally, your phone should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, you will be asked to put it away, and you will lose 10 points off of your FINAL grade. This is a sign of professionalism. (If your cell phone is required for a class project you will be informed)
- I am to be addressed as “Professor” or “Dr.” Taylor. Decorum in emails and other communications should reflect the same professionalism.
- The instructor reserves the right to amend these rules as necessary throughout the term.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Senate Bill 11

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at:
Campus Carry

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Last day to Drop/Add/ W or apply for graduation <https://msutexas.edu/registrar/calendars.php>

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#)

Course Objectives/Learning Outcomes

Throughout the class and upon completion of the course the student will:

1. Develop a working knowledge of the benefits of exercise, and a physically active lifestyle. SBEC II; SHAPE 1.1.c
 - a. SBEC: Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
 - i. D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.
 - ii. G. Knows how to promote students' ability to assess their own fitness levels, interests and skill levels in order to encourage participation in lifelong physical activity
 - b. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students
2. Develop an understanding of wellness and fitness concepts, including cardiovascular strength, muscular strength, muscular endurance, body composition, and flexibility. SBEC II; SHAPE 1.1.c
 - a. SBEC: Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

- i. D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.
 - ii. E. Demonstrates an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
 - b. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 3. Develop physical activity behaviors associated with lifetime personal fitness and wellness. SBEC I, II, IV Shape 1.1.c
 - a. SBEC: Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
 - i. D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.
 - ii. G. Knows how to promote students' ability to assess their own fitness levels, interests and skill levels in order to encourage participation in lifelong physical activity.
 - b. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 4. Participate in the conduction and interpretation of personal fitness assessments. SBEC II; Shape 1.1.b
 - a. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education
- 5. Determine age appropriate activities for improving the health-related components of fitness. SBEC II; Shape 1.1b
 - a. SBEC: Competency 007: The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
 - i. C. Demonstrates knowledge of techniques for monitoring intensity, duration and endurance levels during aerobic activities (e.g., perceived exertion, heart rate monitor).
 - ii. D. Applies knowledge of techniques for student self-assessment of cardiorespiratory health and fitness (e.g., frequent monitoring of pulse rate to reach and maintain target heart rate for an appropriate amount of time).
 - b. Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
 - i. D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.
 - ii. E. Demonstrates an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
 - c. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education
- 6. Develop a working knowledge of the benefit of a healthy eating plan. SBEC II Shape 1.1.b
 - a. SBEC: Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.

- i. A. Demonstrates knowledge of basic principles of nutrition and weight management and ways in which diet and exercise patterns affect physical performance and personal health and well-being.
 - b. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
7. Develop a working knowledge of key and current health topics. SBEC II Shape 1.1b
 - a. SBEC: Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.
 - i. C. Analyzes the effects of various factors (e.g., rest, nutrition, tobacco use, alcohol use, heredity) on physical performance and on health and demonstrates knowledge of techniques and principles for evaluating personal health-risk factors.
 - b. Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
 - i. 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.

WCOE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

References/Scientifically-Based Research/ Additional Reading:

Society of Health and physical Educators Grade-Level Outcomes for K-12 Physical Education

<https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

Fahey, T. D., Insel, P. M., Roth, W. T., & Insel, C. (2019). *Fit & well: Core concepts and labs in physical education and wellness*. NY, NY: McGraw-Hill Education

Bushman, B. (2018) *ACSM's resources for the personal trainer*. Philadelphia: Wolters Kluwer.

Coulson, M. (2017) *The fitness instructor's handbook: The complete guide to health and fitness*. London: Bloomsbury.