



KNES 1503: 201 Concepts of Fitness & Wellness
Gordon T. & Ellen West College of Education
Midwestern State University
Spring 2026

Contact Information

Professor: Dr. Carrie Taylor EdD

Office: BH 320

Phone: (940) 397-4874

Email: carrie.taylor@msutexas.edu

Class Meeting Places & Times: Tue & Thurs 9:30-10:50

Bridwell Hall Rm 205

Office Hours: Tuesday & Thursday 8-9:30, Wednesday 11-1

Contact Preference

My preferred method of communication is by email. I check my email throughout the day (MTWR), so you can expect to hear back from me usually within 12-24 hours of receiving your message. Do not expect a response during the evening hours or over the weekend; I will respond the following Monday.

Required Text:

- Fahey, T. D., Insel, P. M., Roth, W. T., & Insel, C. (2021). *Fit & well: Core concepts and labs in physical education and wellness*. NY, NY: McGraw-Hill Education
- Insight Heart and Merge Cube Apps; please download.

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
 - TEKS 116.62 c a, 2 e; 3 a, d, e, f, l, j, k;
 - TEKS 116.63 5 c, d, f;
 - TEKS 116.64 5 c;
 - Competency 005 d and e, 006a -f
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
 - TEKS 116.62 c(1) a and b, 3 a, c, e, f
 - Competency 006a-f, 007a -e, 008a-g
3. Develop physical activity behaviors associated with lifetime personal fitness and wellness.
 - SBEC II Shape 1.2, 1.3, 3.3
 - TEKS 116 11 a and b, 12 a-c, and 16 a and b,
 - TEKS 116.63 c 3 b, c, 5 d, f; c 1 c;
4. Participate in the conduction and interpretation of personal fitness assessments.
 - SBEC II Shape 1.2, 1.3, 3.3
 - TEKS 116.62 2b, c, d, e, 3 a, b, f, l, k
5. Determine age-appropriate activities for improving the health-related components of fitness.
 - SBEC II Shape 1.2, 1.3, 3.3
 - TEKS 116.63 c 3 b, c, e, f;
 - Competency 009 a-g
6. Develop a working knowledge of the benefit of a healthy eating plan.
 - SBEC II Shape 1.2, 1.3, 3.3.
 - TEKS 116.621 c, e, f;
 - Competency 009 a-g
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, 5f
 - TEKS 116.612 5e, f
 - Competency 011a and b, 013d

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 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 on [MSUTexas](#) 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.
- Report errors with [D2LHelp](#)

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 and Point Assignment and Point Value

Day	Date	Content	Activities/Assignments
Tue.	Jan 20	Syllabus, General Information	Welcome Syllabus Intro
Thur.	Jan 22	Introduction to Wellness, Fitness, and Lifestyle	Quiz 1 Introduction Video Due
Tue.	Jan 27	Principles of Physical Fitness	Quiz 2
Thur.	Jan 29	Cardiorespiratory Endurance Extra Credit/Get to Know	Quiz 3- & 10-point bonus Due
Tue	Feb 3	Muscular Strength/Endurance/Flexibility	Quiz 4 & 5
Thur	Feb 5	Body Composition	Quiz 6
Tue	Feb 10	EXAM 1	Chapter 1-6

Day	Date	Content	Activities/Assignments
Thur	Feb 12	Classroom Functional Evaluations	Workout clothes/ Quiz 7
Tue	Feb 17	Classroom Functional Evaluations	Workout clothes Functional Test Due At End of Class
Thur	Feb 19	Wellness Center Visit	Meet /Wellness Center
Tue	Feb 24	Fitness Plan/	Wellness Center
Thur	Feb 26	Fitness Plan/	Wellness Center
Tue	Mar 3	Fitness Plan/	Wellness Center
Thur	Mar 5	Fitness Plan/ Evaluation	Classroom *DUE
March	8-15	Spring Break No Classes	NA
Tue	Mar 17	Insight Heart App & Merge Cube	*In Class Assignment
Thur	Mar 19	Nutrition 3-day Dietary Log Discussed	Quiz 8
Tue	Mar 24	Nutrition Handout Presentation Titles	NA
Thur	Mar 26	Weight Management	Quiz 9 3-Day Dietary Due
Tue	Mar 31	Stress	Quiz 10 & 11
Thur	Apr 2	Thanksgiving Break 2-5	NA
Tue	Apr 7	Exam 2	Exam 2 Chap 7-11 Online
Thur	April 9	Cardiovascular	*Health Presentation Due
Tue	April 14	Research/ Oral Presentation	NA
Thur	April 16	Research/ Oral Presentation	NA
Tue	April 21	Research/Oral Presentation	NA
Thur	April 23	Research/Oral Presentation	NA
Tue	April 28	Research/ Oral Presentation	NA
Thur	May 30	Research/Oral Presentation	NA
Tue	May 5	Environmental	NA
Thur	May 7	Final Exam Comprehensive	Final Online

Letter Grade and Point Range

Letter Grade	Point Range
A	1422-1580.5
B	1264-1421
C	1106-1263
D	948-1105

Letter Grade	Point Range
F	947 and below

Course Continuity During Severe Weather:

Please check the News Feed in D2I for any updates. Please reach out with any questions about weather issues affecting class participation.

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 not be accepted.
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. Exam one is worth 124 points, exam two is worth 146 points, and the final is worth 150 points.
4. Grammar will be graded as part of any assignment. The MSU writing lab is available to all MSU students. [MSU Writing Center](#)
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 with 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), [Disabilities Services](#), or

DSS Contact Information:

Disability Support Services
Student Wellness Center
Phone: 940-397-4140

Email: disabilityservices@msutexas.edu

Website: [DSS Webpage](#)

6. Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, consistently failing to meet class assignments, an indifferent attitude, or 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 at 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.
7. All assignments will be due on the due date in D2L. Discussion paper, presentation, accessibility, and reflection papers will be written using APA formatting (7th Edition). Any Desire 2 Learn assignments must be turned in by the time designated on the day they are due unless otherwise stated. All references MUST be referenced using APA Format on the last slide of the PowerPoint presentation to earn points. More criteria for this assignment can be found on the Disability Presentation Grading Form on D2L. No late work will be accepted.

Quizzes:

- The chapter will have 10-25 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 or changes. You will be responsible for knowing if changes have occurred. You will have a week to take the quiz. It will be due at 8:00a.m.

Program Diet Analysis Tool

- You will be responsible for logging into and setting up a free account for 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. All information is on D2L.
Competency 006

Oral Presentation:

- You will give a 9-12minute Google Slides presentation on the Video assignment in Content section of D2L over an assignment topic in which we have covered or is relevant to health. You will need 5- current PEER-REVIEWED (2017 or later) articles or journals on your reference slide at the end. Check APA at Purdue Owl if you need help knowing how to set the reference page properly.
- All presentations should be professional, if any YouTube videos are used no more than 30 seconds in length and inappropriate taste for a professional presentation. You should be professionally dressed. All topics will be assigned. Competency 013

Functional Assessment:

- In class you will engage in a multi-test functional assessment evaluating your flexibility, range of motion, muscle imbalance, and a mix of assessment such as blood pressure, bioimpedance, and strength. Competency 004, 005, 006

Late Work Policy

- Late work will not be accepted.

Plagiarism Statement:

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product to verify originality, authenticity, and educational purposes.” Student Handbook/Academic Dishonesty

Academic Dishonesty:

Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without appropriate acknowledgment. This includes, but is not limited to, copying and pasting from online sources, using another student's work, paraphrasing without proper citation, and using AI-generated content without proper attribution.

The use of AI-generated content is not permitted in this course, unless explicitly specified by the instructor. If the use of AI-generated content is allowed for specific assignments, students must disclose this fact and provide appropriate attribution to the AI tool used. Most importantly, you must provide citations and references for all generative AI information used. Since generative AI information is not reproducible, you should save copies of

the information you obtained and include those documents in appendices attached to your paper or project. Full citation information can be found at the APA How to Cite link. [How to Cite ChatGPT](#)

****When using Grammarly or other grammar checkers, upload the rough draft of your paper to the Dropbox first. This paper should be your original work, prior to submitting to any online program.**

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course, without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work, when in fact the content has already been submitted for assessment elsewhere.

Students should be aware that turning in the same or similar papers for multiple classes violates academic integrity, unless expressly authorized by the instructor. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class.

Any instance of plagiarism, AI generated content, and/or self-plagiarism will be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the [Student Handbook](#)
By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an education, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact MSU Counseling Center at 940-397-46108. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

MSU Counseling Center

[940-397-4618](#)

*Confidential counseling services for enrolled MSU students. Services are covered by student fees thus a student does not pay when coming to the center.

College Policies

LOCATION

Located inside the Bruce and Graciela Student Wellness Center
2609 Midwestern Parkway
Wichita Falls, TX, 76308

HOURS

8:00 a.m. to 5:00 p.m.
Monday through Friday

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.

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. [Academic Calendars](#).

- Last day to apply for admissions: [Academic Calendars](#)
- Last day to withdraw with a (W): March 4th 2025
- Refer to: [Drops, Withdrawals & Void](#)

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, per state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry](#).

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

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 paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the refund amount. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

Per 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 to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#).

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

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
 - c. Competency 005
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 the 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.
 - iii. Competency 008: The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.
 - iv. Competency 010: Applies skills for interpreting student performance and fitness data and skills for using data to analyze progress, provides feedback about strength and areas of need, and recommends prescriptive exercise.
- 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.
 - ii. Competency 005: The teacher understands principles, techniques, skills, and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.

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.
 - c. Competency 011: Analyzes ways in which developmental and other factors, (e.g., peer: media messages; cultural background; community setting; family circumstances; expectations related to gender, body image, and skill level) influence student attitudes toward and engagement in physical education.
- 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
 - ii. Competency 005
- 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.
 - 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. 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.
 - c. Competency: 013: The teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid, and risk management.

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](#)

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.

TEKS

§116.17. Physical Education, Grade 5, Adopted 2020.

- (b) Knowledge and skills.
 - 8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
 - (A) describe the benefits of moderate to vigorous physical activity on overall health and wellness;
 - (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness; and
 - (C) differentiate between health-related and skill-related fitness components.
 - (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
 - (A) analyze personal fitness goals for self-improvement; and
 - (B) track progress and analyze data, with teacher guidance, to target areas needing improvement.
 - (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
 - (A) identify healthy foods that enhance physical activity; and
 - (B) explain the importance of proper hydration before, during, and after physical activity.
 - (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
 - (A) describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games; and

- (B) demonstrate correct safety precautions, including water, sun, cycling, skating, and scooter safety.

§116.26. Physical Education, Grade 6, Adopted 2020.

- (b) Knowledge and skills.
 - (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
 - (A) describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
 - (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities; and
 - (C) describe health-related and skill-related fitness components and their impact on personal fitness.
 - (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
 - (A) develop an individual fitness plan using personal fitness goals; and
 - (B) analyze results of fitness assessments to identify strategies for self-improvement.
 - (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
 - (A) identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance.

§116.27. Physical Education, Grade 7, Adopted 2020.

- (b) Knowledge and skills.
 - (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
 - (A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
 - (B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities; and

- (C) apply health-related and skill-related fitness components and explain how each component impacts personal fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
 - (A) create a collaborative physical fitness plan to target areas for improvement in health-related fitness; and
 - (B) monitor and evaluate personal fitness goals and make appropriate changes for improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
 - (A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance; and
 - (B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content.

§116.62. Lifetime Fitness and Wellness Pursuits (One Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.
- (b) Knowledge and skills.
 - (3) Health, physical activity, and fitness. The physically literate student applies fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. The student is expected to:
 - (A) demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards;
 - (B) identify and describe exercise techniques that may be harmful or unsafe;
 - (C) explain the relationships among hydration, physical activity, and environmental conditions;
 - (D) explain the relationship between physical fitness and wellness;
 - (E) participate in a variety of activities that develop health-related physical fitness;
 - (F) describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility;

- (G) exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities;
- (H) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;
- (I) design and implement a personal fitness program that includes health-related fitness components;
- (J) measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed; and
- (K) measure and evaluate personal fitness in terms of health-related fitness components.