

HPE 4320 Nutrition & Health-Related Fitness

Day Time Location

Instructor: Building/Office: Phone: 262- E-mail: @appstate.edu Office Hours:	Course Information Pro-Block: 3 Prerequisites: HPE 3210, 3220, 3230 & 3240 Co-requisites: HPE 4310, 4330, 4340 & 4350
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Text and Readings	Required: <ol style="list-style-type: none"> 1. Corbin, C. B. & LeMasurier, G. C. (2014). <i>Fitness for Life (6th Ed.)</i>. Champaign, IL: Human Kinetics. 2. Hart, A., Mohr, D., Rosengard, P., & Townsend, J.S. (2011). <u>SPARK High School Physical Education</u>. San Diego, CA: San Diego State University Foundation. 3. Gaskill, P., Mohr, D., & Osborne, M. (2008). <u>Wellness Literacy On-line</u>. Kendall Hunt Publishing Co.
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Required Materials ▪	Suggested Materials ▪
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Course Description	<p>This course addresses the planning, implementation, and assessment of nutrition and health-related fitness in K-12 health and physical education. The course will include coverage of content and concepts in nutrition, with an emphasis on disease prevention (CVD, obesity, diabetes) and health promotion, as well as fitness concepts, principles, and strategies as they relate to maintenance of a health-enhancing level of physical activity and fitness. Prospective teachers completing this course will learn to apply instructional strategies to promote physical activity and fitness, healthy eating and weight management, and to assess students' knowledge and skills in these areas.</p>
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Course Competencies	<i>As a result of completing each of the course requirements to criteria, it is expected that students will:</i>		
	Competency	NASPE	NC PTS HPE
	1. Define and discuss the relationships among health and physical education, physical activity, health-related fitness, and nutrition.	2.4	1.a, 1.c, 3.f, 3.g, 4.a, 4.e
	2. Summarize medically accurate content and concepts in nutrition, with an emphasis on disease prevention (CVD, obesity, diabetes) and health promotion.	2.1	1.a, 1.c, 3.b, 3.c, 4.b
	3. Understand and apply fitness concepts, principles, and strategies in the achievement and maintenance of a health-enhancing level of physical activity and fitness.	1.2, 2.1-2.3, 2.5	2.a, 2.b, 3.b
	4. Identify and use reliable resources for teaching physical fitness, nutrition, and health to K-12 students.	2.1, 2.2, 3.1, 3.2	1.f, 1.g, 4.d
	5. Apply engaging instructional strategies to promote physical activity and fitness, healthy eating and weight management.	3.1-3.8	1.e, 1.g, 2.f, 2.g, 3.d, 3.e
	6. Plan and implement activities to assess adolescents' knowledge and skills in nutrition and health-related fitness.	5.1-5.3	3.a

Course Content	▪ Macro/micro nutrients	▪ Identifying nutrition and fitness resources
	▪ My Plate & USDA Guidelines	▪ Planning and implementing K-12 learning experiences
	▪ Disease states related to poor nutrition and inactivity	▪ Assessing students' learning of nutrition and fitness concepts
	▪ Health-related fitness components	▪
	▪ Fitness training principles	

Instructional Methods	▪ Lecture	▪ Peer teaching	▪ Reflection	▪ Participation
	▪ Discussion	▪ Fitness assessment	▪ Online learning	


Course Requirements	Requirements	Points
Assessment, & Grading Scale	 Quizzes	3 @ 10 = 30
	 Fitnessgram/Activitygram Project	1 @ 7 = 7
	 Wellness Literacy [Contingency]	3 @ 4 = 12
	 iFit Teaching Prep	1 @ 8 = 8
	 Peer Teaching Clinic	2 @ 10 = 20
	 CYO Programs	4 @ 2 = 8
	Vertical Curriculum Project	2 @ 5 = 10
	 Professionalism	~ @ 5 = 5
		Total = 100

Grading Scale		
A	93-100	Excellent
A-	90-92.9	
B+	88-89.9	Above Average
B	83-87.9	
B-	80-82.9	Average (≥ C required)
C+	78-79.9	
C	73-77.9	Below Average
C-	70-72.9	
D+	68-69.9	Below Average
D	63-67.9	
D-	60-62.9	Failing
F	<60	

Course Requirement Descriptions	Quizzes 3 @ 11	The quizzes will consist of objective test items possibly including true/false, multiple choice, matching, fill-ins, and/or short-answer questions. The content of the quizzes will reflect the assigned readings and lectures. Students will receive the same percentage of points as questions answered correctly.
	Fitnessgram/Activitygram Project 1 @ 10	This project involves a Fitnessgram and Activitygram pre-test, goal setting, goal monitoring, post-test, and self evaluation. Students will be evaluated based on their goals, reflections on their performance and physical activity, and their actual performance on the Fitnessgram test.
	Wellness Literacy 3 @ 4	Students will complete an on-line wellness literacy project which includes a set of learning modules designed to enhance the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. The students will complete a series of learning modules using a Personalized System of Instruction (PSI) model of pedagogy. These modules will be completed in a progressive fashion across the semester. The students will earn the percentage of score that they pass the module. While the student can take the module multiple times to improve their grade, the grade will be applied at the time the module certificate is due. Note: This is a General Education requirement and as such, it must be completed to earn a grade in this course.

Course Requirement Descriptions (cont.)	iFit Teaching Prep 1 @ 8	Students will be required to attend two (2) different fitness classes offered by Appalachian State University through University Recreation. You will select two courses that relate to your assigned iFit content. Each class must be at least 45 min. in length. If you select a class that meets for ½ hour, you must then attend two (2) to equal one hour. Following the fitness classes, students will reflect formally upon the experience with a journal entry. Additionally, students will find and analyze 3 online videos related to their assigned content.								
	Peer Teaching Clinic 2 @ 10	Students will be paired into small groups for the purpose of planning, implementing, and assessing peer instructional sessions. Each group will be required to teach to their peers lessons developed as part of course. As a result, of this planning, each group will be provided instructional time in which to implement their lesson plan. Criteria for peer teaching will be established during the foundational component of this course. Additionally, to facilitate the peer teaching process, students will engage in instructional modeling activities during the PCK component of this course. For your group to receive credit for your peer teaching sessions the criteria outlined in the foundational and PCK course work must be utilized. Note: If you are late/absent or otherwise unprepared , you will not be awarded any of the associated points.								
	CYO Programs 4 @ 3	For each of the SPARK Fitness Units, students will be required to design their own fitness program, and then participate in or teach the program to classmates during class time. In order to earn the 3 points, you must be present on the Basic Training day, turn in the completed CYO worksheet, and participate in and/or lead your program in class.								
	Vertical Curriculum Projects 2 @ 5	Students will create a series of 4 lesson plans to teach specific nutrition and fitness concepts at the early elementary, late elementary, middle school, and high school levels. The purpose of this activity is to highlight developmentally appropriate methods for teaching these concepts in K-12 classes. Topics will be assigned, and a template for the lesson plans will be provided. Lesson plans shall be aligned with the NC Essential Standards and the SHAPE Fitness Education Standards.								
	Professionalism • 5	In an effort to prepare for entry into the professional world of teaching it is expected that you demonstrate time-honored professional characteristics practiced and valued by those associated with teaching. These professional characteristics include, but are not limited to the following: <table border="0" data-bbox="605 1203 1331 1318"> <tr> <td>▪ Presence & Promptness</td> <td>▪ Motivation to Explore</td> </tr> <tr> <td>▪ Preparedness</td> <td>▪ Active Engagement</td> </tr> <tr> <td>▪ Specialized Appearance and Attire</td> <td>▪ Respect</td> </tr> <tr> <td>▪ Positive Disposition</td> <td>▪ Poise</td> </tr> </table> Note: Your daily interactions with students you may be teaching, your peers, faculty and the like send a strong message. As such, you have complete control over the message you send to others. Upon completing this course, what would I say to a prospective employer who is inquiring about your level of professionalism?	▪ Presence & Promptness	▪ Motivation to Explore	▪ Preparedness	▪ Active Engagement	▪ Specialized Appearance and Attire	▪ Respect	▪ Positive Disposition	▪ Poise
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	PETE Instructional Attire	Teachers promote professionalism when sporting appropriate attire. Therefore, during each pro-block, students are required to purchase a polo style shirt to wear when teaching. As you progress through the PETE program you will develop an extensive professional wardrobe for future teaching engagements including laboratories, clinical, and field-based instructional settings, as well as student teaching. In order to remain enrolled in this course, your purchase must be paid in full by _____. Note: Those who have not purchased the PETE instructional attire by the assigned date will be required to withdraw from the course.								

FYI !

Attendance Policy	It is the policy of ASU that class attendance is an important part of a student's educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes.
A Note About Time	<p>The credit hour designation for this course is based on a standard university formula for determining normal student workload. This formula is based on contact time (in-class) and out-of-class time used for study, preparation, and completing assignments. In general, for every credit hour, students should expect to spend one hour per week in class (contact time) and two hours in out-of-class time (studying, reading, etc.).</p> <p>This course is designated for three (3) credit hours. Therefore, you should expect to spend three (3) hours in class each week, and on average six (6) hours each week studying, preparing, and doing assignments. In other words, you should dedicate about nine (9) hours each week to this course in order to obtain an average grade. If your personal goal is to obtain an above average grade in this course, it is likely that you will need to spend additional time engaged in out-of-class learning activities.</p> <p>Note: To assist you in developing and/or maintaining effective time management skills you should keep a daily planner! Students who keep well maintained daily planners tend to be more successful than those students who do not keep their schedules up to date.</p>
Late Work Policy	<p>All work is to be completed as scheduled and handed in at the beginning of class on the assigned due date in order to be considered for full credit. Work that is handed in at after the beginning of class is regarded as late! Late materials will not be accepted without significant consequence. The following consequences apply to late work: Received within 24 hours = less 50%; Received after 24 hours = no credit given.</p> <p>In the event of extenuating circumstances and university-sponsored events, accommodations may be provided on an individual, case-by-case basis provided the student exhibited proactive behavior.</p>
Equipment Request Policy	<p>You may request equipment from the PE cage for instructional related course requirements. All information regarding equipment request can be accessed via classdat and is located in  reeseja folder. Any PETE student requesting equipment from the equipment cage must do so, using an official equipment request form, at least 24 hours in advance of his/her scheduled teaching date. You may make your request via email at perequest@appstate.edu. Mr. Reece may also be reached via phone at 828-262-3048. In the event that a student does not submit an official equipment request form at least 24 hours in advance of the scheduled teaching date to the equipment management staff, the student's grade will be reduced by one letter grade per occurrence. In addition, the equipment management staff reserves the right to deny any equipment request that is not submitted at least 24 hours in advance.</p>

MORE FYI

RCOE Conceptual Framework	<p>In the Reich College of Education, we see faculty and students coming together as a community of inquirers to examine the aims of education and the nature of teaching and learning for achieving worthwhile educational goals. We view teaching and professional service as dynamic, goal-oriented, social activities which reflect our commitment to both the value of cultural diversity, and to the identification and solution of social problems. Learning is seen as an active process of acquiring, assessing, and producing knowledge in an environment of care and respect for others. We embrace the exploration of new forms of teaching and learning through experimentation with emerging technologies, and we are committed to the promotion of areas of excellence in the study of teaching, learning, and professional service.</p> <p>The RCOE conceptual framework for teacher preparation is based upon three assumptions that are supported by a rich theoretical and research base.</p> <p>Assumption 1: Knowledge Is Socially Constructed Assumption 2: Communities of Practice Provide the Context for Learning Assumption 3: Knowledge is the Tool That Guides Teaching</p> <p>For more information on the RCOE conceptual framework for teacher preparation please visit: http://www.ced.appstate.edu/Conceptual_Framework.htm</p>
Code of Academic Integrity	<p>It is the responsibility of every student to abide by the ASU Code of Academic Integrity. All acts of dishonesty violate standards essential to the existence of an academic community. Violations of the Code of Academic Integrity may include but are not limited to cheating, fabrication and falsification, multiple submissions, plagiarism, abuse of academic materials, and complicity in academic dishonesty. A zero tolerance policy for academic dishonesty is in effect for this course. For more information on ASU's code of Academic Integrity please visit the following link: http://www.academicaffairs.appstate.edu/academic_integrity_index.htm</p>
Disability Policy	<p>Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.</p>
Religious Observances Policy	<p>All ASU students are allowed a minimum of two absences per year for religious observances. Up to two absences for such observances will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus. Notice must be given by the student to the instructor before the absence occurs and no later than three weeks after the start of the semester in which the absence(s) will occur. Arrangements will be made to make up work missed by these religious observances, without penalty to the student. For the purposes of this policy, ASU defines the term "religious observance" to include religious holidays, holy days, or similar observances associated with a student's faith that require absence from class.</p>
Health & Safety	<p>Due to the nature of this course you may be involved in physical activity. Accordingly, if you have legitimate medical concerns, please see the instructor. On days when you will engage in physical activity it is mandatory that you dress appropriately and adhere to all required safety precautions.</p>
Student Support Services	<p>ASU has many services available intended to provide students with the support necessary to be successful while enrolled at the university. The list below, while not exhaustive, includes several of those services.</p> <ul style="list-style-type: none"> ▪ Belk Library / 262.2186 / www.library.appstate.edu ▪ Computing Services – Technology Support / 262.6266 / www.support.appstate.edu ▪ Counseling & Psychological Services / 262.3180 / www.counseling.appstate.edu ▪ Disability Services / 262.3053 / www.ods.appstate.edu ▪ Health Services / 262.6577 / www.healthservices.appstate.edu ▪ Learning Assistance Program / 262.2167 / www.lap.appstate.edu ▪ University Writing Center / 262.3144 / www.writingcenter.appstate.edu

Schedule Information*			Requirements/Notes
Date	Topic	Readings	
		Chapter	pp
8-20	Course Overview, Obesity Trends & Physical Activity Behavior	FFL 1	
8-25	Healthy Lifestyle and Self-Management Skills	FFL 2	
8-27	Nutrition – Diseases / Nutrients / USDA Guidelines	FFL 16	
9-3	Nutrition – Resources / Diets		
9-8	Nutrition – Unpacking the NC Essential Standards		
9-10	Body Composition & Eating Disorders	FFL 13	
9-15	Body Composition Activity		Meet in SRC
9-17	Good Consumer Choices	FFL 15	
9-22	Exam 1		
9-24	Fitness Education Standards		
9-29	Fitnessgram		Meet in SRC
10-1	Fitness Testing & Goal Setting	FFL 3	
10-6	Basic Fitness Training Principles	FFL 5	
10-8	Muscular Strength & Endurance – Peer Teaching	FFL 10	
10-13	SPARK Strength Training Activity		Meet in SRC
10-15	SPARK Strength Training Activity 2		Meet in SRC
10-20	Strength Training Program Design	FFL 11	
10-22	SPARK Strength in Numbers Activity		Meet in SRC
10-27	Exam 2		
10-29	Aerobic Fitness – Peer Teaching	FFL 7-8	
11-3	Flexibility – Peer Teaching	FFL 12	
11-5	SPARK iFit Model Teaching – Wellness Walking & Group Fitness		Meet in SRC
11-10	SPARK iFit Peer Teaching		Meet in SRC
11-12	SPARK iFit Peer Teaching		Meet in SRC
11-17	SPARK iFit Culminating Activity		Meet in SRC
11-19	CrossFit in Physical Education		
11-24	CrossFit Model Teach - Elementary		Meet at CrossFit Postal
12-1	CrossFit Model Teach - Secondary		Meet at CrossFit Postal
12-3	Exam 3		

*The course schedule is tentative and subject to change.

Readings Key

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2=

3=