Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Prepares teacher candidates to develop, implement, and assess fitness concepts, and strategies to K-12 students. Requires fitness tests participation.

Course Overview
Through lectures and structured activity sessions, teacher candidates will learn about aerobic fitness, muscular strength and endurance, flexibility and body composition concepts, principles and strategies appropriate for K-12 students. Participation will be required in the activity sessions.

Course Delivery Method
This course will be delivered using a Lecture format with integrated labs.

Learner Outcomes or Objectives
This course is designed to enable students to do the following
1. Apply fitness concepts, principles and strategies in the achievement and maintenance of a health-enhancing level of physical activity and fitness;
2. Administer the various fitness tests commonly used in K-12 schools;
3. Develop activities to assess students’ knowledge and skills in health-related fitness;
4. Demonstrate appropriate technique when performing fitness exercises;
5. Explain different methods to develop strength and conditioning for K-12 students;
6. Apply the FITT principle to improve performance;
7. Apply the specificity, overload, and progression (SOP) principle to the design of a physical activity program to achieve physical benefits; and
8. Identify safety procedures to prevent injuries when performing fitness exercises.

Professional Standards
Upon completion of this course, students will have met the following professional standards:
National Standards for Initial Physical Education Teacher Education (2017) (SHAPE America)

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.
Standard 2. Skillfulness and Health-Related Fitness
Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Required Texts

Suggested readings

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

Assignments and Examinations
Fitness Assessment 10%
Working in partners, students will participate and properly assess each other’s vital signs, body composition, cardiorespiratory endurance, muscular endurance, muscular strength and flexibility using the Fitnessgram and other tests commonly used in K-12 schools.

Skill Assessment Assignment 10%
Students will create and present an appropriate assessment to use in a gymnasium setting to evaluate a functional exercise.

Video Analysis of Teaching 10%
Students will perform a video analysis of themselves teaching

Nutrition log and Analysis 10%
Students will record everything they eat and drink for one week using a nutritional app. They will then perform an analysis based on the information gathered.

Presentation 20%
Students will present an assigned topic related to health-related fitness development. The presentation must include a theoretical and practical component and present examples of activities and projects/assignments appropriate for all levels (elementary, middle and high school).

Weekly Health/Fitness Assignments 20%
Students will complete weekly assignments both in the classroom and/or practical fitness related to the textbook and fitness-health science in action worksheets.

Final Exam 20%
The final exam will cover material from weeks 1-12.

- Other Requirements
  Attendance and Satisfactory Participation:
  Everyone is personally responsible for punctually attending each class. The interaction between instructor and students in conjunction with skill practice is crucial to students’ success in this course.
In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used:
- One (1) absence is permitted
- Two (2) “tardies”* = 1 absence
- Two (2) “early departures”* = 1 absence
- 2 absences = 10 points off overall grade
- 3 absences or more = 15+ points off overall grade

*Attendance is taken within 5 minutes of the start of class. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

Student Conduct
All students will be held accountable for misconduct in the classroom and fitness facility. Students are also expected to follow academic integrity standards as stated in the Student Handbook. Not adhering to these policies may result in a deduction from final grade and possible referral to the dean.

Cell Phones- TURN VOLUME OFF
The use of a cell phone and other non-essential electronic devices will not be permitted during class time. Please turn the sound OFF!

- Course Performance Evaluation Weighting
  - Fitness Assessment 10%
  - Skill Assessment Assignment 10%
  - Video Analysis of Teaching 10%
  - Nutrition Log and Analysis 10%
  - Lesson Plans & Presentation 20%
  - Weekly Health/Fitness Assignments 20%
  - Final Exam 20%

- Grading Policies (in %)
  - A = 94 – 100
  - B+ = 88 – 89
  - C+ = 78 – 79
  - D = 60 – 69
  - A- = 90 – 93
  - B = 84 – 87
  - C = 74 – 77
  - F = 0 – 59
  - B- = 80 – 83
  - C- = 70 – 73

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/polices-procedures/

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the University Honor Code (see http://oai.gmu.edu/the-
• Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
• Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
• Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
• Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.
• Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.
**Class Schedule**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: Classroom</th>
<th>Topic: Gymnasium</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Aug. 28</td>
<td>Course overview, PE Standards of learning</td>
<td>Intro to fitness in the gym</td>
<td>Thygerson Ch. 1 Introduction</td>
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<td>Week 2</td>
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<tr>
<td>Sept. 4</td>
<td>Pacer, Push up, Trunk, Sit &amp; Reach testing and how to use reliable testing procedures *Lesson Plan Project given out</td>
<td>Fitness Testing</td>
<td>Thygerson Ch. 2 Heath Benefits of Physical Activity and Exercise</td>
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<td>Week 3</td>
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<tr>
<td>Sept. 11</td>
<td>Fitness Education standards and Fitnessgram Why is Physical Education important?</td>
<td>Fitness Testing</td>
<td>Thygerson Ch. 3 Changing to a Healthy Lifestyle</td>
</tr>
<tr>
<td>Week 4</td>
<td>Fitness planning</td>
<td>Fitness exercises/activities</td>
<td>Thygerson Ch. 4 Preparing for Physical Activity and Exercise</td>
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<tr>
<td>Sept. 18</td>
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<tr>
<td>Week 5</td>
<td>Basic Fitness Training Principles Understanding Heart Rate in Fitness *Skill Assessment Assignment give out</td>
<td>Fitness exercises/activities</td>
<td>Thygerson Ch. 5 Cardiorespiratory Endurance</td>
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<td>Sept. 25</td>
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<tr>
<td>Week 6</td>
<td>Muscle Fitness, Machine vs. Free weights</td>
<td>Fitness Assessment Presentations</td>
<td>Thygerson Ch. 6 Flexibility</td>
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<td>Oct. 2</td>
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<tr>
<td>Oct. 9</td>
<td><strong>Columbus Day recess – No class (MONDAY SCHEDULE)</strong></td>
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<td>N/A</td>
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<td>Week 7</td>
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<tr>
<td>Oct. 16</td>
<td>Using HR monitors in PE Online PE</td>
<td>Fitness Assessment Presentations</td>
<td>Thygerson Ch. 7 Muscular Strength and Endurance</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>Oct. 23</td>
<td>Teaching Nutrition to kids/parents</td>
<td>Fitness Assessment Presentations</td>
<td>Thygerson Ch. 8 Nutrition</td>
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<td>Week 9</td>
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<tr>
<td>Oct. 30</td>
<td>Teaching Nutrition to kids/parents</td>
<td>Weight Training focus in the fitness center.</td>
<td>Thygerson Ch. 8 Nutrition</td>
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<td>Week 10</td>
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<tr>
<td>Nov. 6</td>
<td>Strength Training Program Design, Body Composition</td>
<td>Lesson Plan Presentations</td>
<td>Thygerson Ch. 9 Body Composition and Body Weight</td>
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<tr>
<td>Week 11</td>
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<tr>
<td>Nov. 13</td>
<td>Stress Management and Exercise</td>
<td>Lesson Plan Presentations</td>
<td>Thygerson Ch. 10 Stress Management</td>
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<td>Week 12</td>
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<tr>
<td>Nov. 20</td>
<td>Personal Wellness Plan</td>
<td>Lesson Plan Presentations/fitness testing</td>
<td>Ch 11 Making informed Decisions</td>
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<td>Week 13</td>
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<tr>
<td>Nov. 27</td>
<td>Fitness Testing</td>
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<td>Week 14</td>
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<tr>
<td>Dec 4</td>
<td>Fitness Testing</td>
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* Per Final exam schedule, the exam will be held on December 18 at 3:00 pm.