



Course Syllabus: Health, Fitness, & Physical Activity for Children
Gordon T. & Ellen West College of Education
KNES 1213 Section X30/DX1
Summer I 2022

Contact Information

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Class Meeting Information

This course is delivered via distance learning and will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online management system (D2L) will be made available to each student.

As this is an online course, no attendance is required. However, regular and timely participation in discussions and on-time submission of other assignments is required. Each course week, with the exception of the last week, begins on Tuesday morning at 8:00 am and ends on Monday night at 11:59 pm. All due dates are 11:59 pm.

Over the course of the 5-week semester, if you engage in quality participation in this course, you should tabulate 135 working hours. Divided over the 5 weeks, this comes to 27 hours per week of work in this course. It is best that you log on to the course site daily to stay on track, even if it is just to check announcements and emails. I have provided a few links here about quality study hours for online learning.

[US News Article](#)

[Best Colleges Online Article](#)

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email or mobile number and customize which notifications you would like to receive.

Zoom Meeting Times and Links

I will be hosting a few Zoom meetings (approximately 30 minutes) during the semester so we can discuss topics, questions about the course, and connect with one another in a virtual forum. These meetings are not required, but they are highly recommended. However, I understand that everyone's schedule is very different, so all sessions will be recorded and posted for those unable to attend. An announcement of the sessions will be made in Week 1.

Instructor Response Policy

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.

Textbook & Instructional Materials

Anspaugh, D.J. & Ezell, G. (2013). *Teaching Today's Health*. (10th ed.) San Francisco, CA: Benjamin Cummings (Pearson).

Beyond the traditional textbook, students must have access to a personal computer with Microsoft Office Software, high speed Internet, and D2L the MSU Online Learning System.

Recommended readings:

Miller, S. C., & Lindt, S. F. (Eds.). (2018). *Moving INTO the classroom: A handbook for movement integration in the elementary classroom*. Singapore, Singapore: SpringerSingapore.

Cone, T.P. (2009). *Interdisciplinary elementary physical education*. Champaign, IL: Human Kinetics.

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators*. Champaign, IL: Human Kinetics.

Course Description & Overview

Examination of factors impacting the health status of children and the development of a health, active lifestyle. Laboratory experiences will focus on incorporating elementary games and activities into the classroom, including those associated with physical fitness and personal safety. This course is limited to elementary education majors.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the Pedagogy and Professional Responsibilities Standards (EC-Grade 12), the SHAPE Standards for Elementary Physical Education, and the Texas SBEC standards. This course provides teacher candidates and other WCOE students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Demonstrate a functional understanding of the common content areas of health education. (SHAPE HE 1; SBEC Competency 003)
- Demonstrate a functional understanding of the common content areas of physical education. (SHAPE PE 1a., e; SBEC Competency 003)
- Describe a variety of approaches to teaching the potential content areas of health education. (SHAPE HE 2; SBEC Competency 003)
- Demonstrate knowledge of and design activities that use movement to teach movement skills and patterns as well as reinforce academic concepts appropriate for students in k-6 grade. (SHAPE PE 1.a, e, 3.b; SBEC Competency 004)
- Identify & explain the influence of family, peers, culture, media, technology, & other factors on health behavior. (SHAPE HE 1; SBEC Competency 003)
- Demonstrate the ability to access valid information, products, & services. (SHAPE HE 1, SBEC Competency 003)
- Demonstrate the ability to utilize a variety of modification techniques to allow for individualizing instructions to include all students. (SHAPE PE 3.d; SBEC Competency 004)
- Describe why health education is a necessary component in the nation's schools. Describe and plan how educators can work with other members of the school staff to enhance the wellness of each student. (SHAPE HE 5; SBEC Competency 003)

See Appendix A for a complete list of standards/competencies

Student Handbook

Refer to: [Student Handbook-2021-22](#)

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](#)

Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete

an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

This course is organized into 5 modules, one module per week. See the module checklist in each module folder for specific requirements and directions. Each week you will have reading assignments accompanied by PowerPoints or recorded lectures. See all due dates below in the schedule and on D2L. All assignments are due at 11:59 pm on the due date. Any assignment can be submitted before the due date. Modules can be viewed and completed at any time, but all work must be submitted by the appropriate due date.

Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Grammar will be graded as a part of any course work. The [MSU writing lab](#) is available to all MSU students. All work should be in your own words. Paper Formatting- all work should follow the same formatting guidelines: 12-point Times New Roman font, one (1) inch margins, page number, name in heading, and doubled spaced.

I will give feedback on assignments when appropriate, including, comments through "news items", comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them. Grades for each assignment will be posted in the D2L course grade book.

Table 1: Weight allocated to each assignment

| Assignments | Weight |
|--|--------|
| Weekly Assignments (Discussions/Activities) | 45% |
| Readings & Lectures | 5% |
| Midterm & Final Exam | 40% |
| Activity Write-ups | 10% |
| Total | 100% |

Table 2: Total points for final grade.

| Letter Grade | Range |
|--------------|--------------|
| A | 90 to 100 |
| B | 80 to 89 |
| C | 70 to 79 |
| D | 60 to 69 |
| F | Less than 60 |

Discussion Topics- You will interact with others in the class for this component using different discussion tools. The number of posts will differ dependent upon the topic and tool used. Specifics will be addressed in each module. All work should be in your own words. These are shared with the entire class, and each contributor is identified, so we will know who wrote what. You are encouraged to carry your discussion beyond the required posts!!

Activities- In each module you will find instructions for all different types of activities. The activities are specific to the focus of the chapters covered in the module. Follow the specific activity instructions each time as each one will be different.

Exams – The exams will include multiple choice and true/false questions. Exams 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.

Activity Write-up- You will complete an activity write-up for the classroom, that integrates either a health topic or a movement activity. You will be able to choose for either primary(K-2) or intermediate (3-5) students (i.e. Kinder, 1st, 2nd, 3rd, 4th, or 5th).

Extra Credit

Extra Credit will be offered during the semester and posted on D2L.

Important Dates

Deadline to file for graduation: June 27, 2022. Check date on [Academic Calendar](#).

Last Day to drop with a grade of “W:” June 16, 2022 by 4:00 pm Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

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. There is an extensive [D2L Student help site](#) through MSU Distance Education.

Attendance

This course is delivered via D2L as an asynchronous course. Access to the MSU D2L online management system will be made available to each student. Asynchronous online instruction occurs anytime during the week. Students watch lectures, read assigned materials, inspect websites, answer and write questions, discuss readings and engage in learning activities in a virtual environment.

Course materials are organized into weekly modules. Modules contain objectives to be accomplished, tasks to complete in order to accomplish the objectives, assessment activities and expected outcomes. Your success in this course depends on how well you engage in your own learning.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be actively engaged in the online environment. An instructor may drop a student any time during the semester for excessive failure to participate, 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. 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 Class Policies

Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

Three Then Me Rule

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 could consult your syllabus, the assignment description on D2L, or another student in the class. 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.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook 2021-2022](#)

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.

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) exists 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 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](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. 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.

Grade Appeal Process

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 Schedule

Note: With the exception of the last week, each course begins on Tuesday morning @ 8:00 am and ends on Monday night @ 11:59 pm. All due dates are 11:59 pm, with the exception of the final week. You will have multiple things due each week.

| Week | Module # and Content/Topics | Texas Educator Standards | Activities/Assignment |
|---------------------|---|--|---|
| Week 1: 5/31-6/6 | Week 1: Ch. 1, 2, 4 and 21 in Anspaugh Introductory Zoom Meeting | SBEC V-003 A, G, L, M, N, O SHAPE-HE 1 a, b, c, d; 5 d, f | Readings and Lectures for Ch. 1, 2, 4, and 21 in Anspaugh <ul style="list-style-type: none"> • Assign. 1- Week 1- Introductions on Flipgrid- Due 6/2 • Assign. 2- Week 1- Padlet-Due 6/2 • Assign. 3- Week 1-Discussion Board- Advocacy <ul style="list-style-type: none"> • Original Posts- Due 6/2 • Response Posts- Due 6/6 • Assign. 4- Week 1- Evaluating Advertisements- Due 6/6 |
| Week 2 6/7-6/13 | Week 2: Ch. 9, 13, 15, 8, and 6 in Anspaugh | SBEC V-003 A, B, C, D, G, H, K, SHAPE- HE 1 a, b, c, d; 2 c, d, e; 5 c, d | Readings and Lectures for Ch. 6, 8, 9, 13, and 15 in Anspaugh and Ch. 8 Nearpod. <ul style="list-style-type: none"> ○ Assign. 1- Week 2-Discussion Board- Personal Health <ul style="list-style-type: none"> ○ Original Posts- Due 6/9 ○ Response Posts- Due 6/13 ○ Assign. 2 Week 2- Kahoot! Challenge- Due 6/9 ○ Assign. 3- Week 2- Mini Research Presentations on Disease-Due 6/13 ○ Assign. 4- Week 2- Mindfulness-Due 6/13 |
| Week 3 6/14-6/20 | Week 3: Ch. 11 and 17 in Anspaugh Physical Education Lecture (Ch. 1 and 12) Midterm Exam Integrated Health/Movement Activity | SBEC V-003 A, B, C, E, G, J, L, N; 004- A, B, E SHAPE- HE 1 a, b, c, d; 5 b, c, d, f SHAPE PE 1 a, e | Readings and Lectures for Ch. 11 and 17 in Anspaugh and Ch. 17 Nearpod. Lectures for Physical Education (Ch. 1 and 12). <ul style="list-style-type: none"> • Assign. 1- Week 3-Sexuality Education Reflection- Due 6/20 • Assign. 2- Week 3-Discussion Board- (Kovar) Appropriate Practices in PE <ul style="list-style-type: none"> • Original Posts- Due 6/16 • Response Posts- Due 6/20 • Assign. 3- Week 3-Midterm- Due 6/20 • Integrated Activity- Due 6/23 |

| Week | Module # and Content/Topics | Texas Educator Standards | Activities/Assignment |
|--|---|---|--|
| <p>Week 4 6/21-6/27</p> | <p>Week 4: Physical Education Lectures for Ch. 2, 3, 4 and 8</p> <p>Integrated Health/Movement Activity</p> <p>Wrap-up Zoom Session</p> | <p>SBEC V-003- P 004- A, B, C, D, E, F, L</p> <p>SHAPE HE 2 c, d, e</p> <p>SHAPE PE 1 a, e; 3 b, c, d</p> | <p>Lectures for Physical Education Chapters 2, 3, 4 and 8.</p> <ul style="list-style-type: none"> ○ Assign. 1- Week 4-Discussion Board- PE Concept Map <ul style="list-style-type: none"> ○ Original Posts- Due 6/23 ○ Response Posts- Due 6/27 ○ Assign. 2- Week 4- Ch. 4 Quiz-Due 6/27 ○ Assign. 3- Week 4-Research Briefs-Discussion Board <ul style="list-style-type: none"> • Role 1- Due 6/23 • Role 2- Due 6/27 ○ Integrated Activity- Due 6/23 |
| <p>Week 5 6/28-6/30 **this is a short week**</p> | <p>Week 5: Physical Education Lectures for Ch. 5, 7 & 11</p> <p>Final Exam</p> | <p>SBEC V- 004- A, E, F, K</p> <p>SHAPE PE 1 a, e</p> | <p>Lectures for Physical Education Chapters Ch. 5, 7, & 11.</p> <ul style="list-style-type: none"> ○ Assign. 1- Week 5-Due 6/30 ○ Assign. 2- Week 5- Due 6/30 ○ Assign. 3- Week 5- Final Exam Due 6/30 |

References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Lindt, S.F., & Miller S.C. (2017). Using Movement to Teach: Instructional Methods to Increase Student Interest. *Phi Delta Kappan*, April 2017, 34-37.

Norris, E., Steen, T. van, Direito, A., & Stamatakis, E. (2019). Physically active lessons in schools and their impact on physical activity, educational, health and cognition outcomes: A systematic review and meta-analysis. *British Journal of Sports Medicine*. <https://doi.org/10.1136/bjsports-2018-100502>

Reeves, E., Miller, S., & Chavez, C. (2016). Movement and Learning: Integrating Physical Activity into the Classroom. *Kappa Delta Pi Record*, 52(3), 116-120.

SHAPE America. (2009). Appropriate Instructional Practice Guidelines: A Side-by-Side Comparison. Reston, VA: Author.

<https://www.shapeamerica.org//standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

SHAPE America. (2017). 2017 National Standards for Initial Physical Education Teacher Education. Reston, VA: Author.

<https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

SHAPE America. (2018). 2018 National Standards for Initial Health Education Teacher Education. Reston, VA: Author.

https://www.shapeamerica.org/uploads/pdfs/2018/accreditation/HETE-Standards_2018d.pdf

Appendix A: Standards/Competencies

SHAPE National Standards for Initial Health Education Teacher Education (2018)

Standard 1. Content Knowledge Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.

- Component 1.a: Candidates demonstrate knowledge acquisition in multiple health content areas.
- Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.
- Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.
- Component 1.d: Candidates demonstrate proficiency in health literacy skills and digital literacy skills

Standard 2. Planning Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability.

- Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.
- Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.
- Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.

Standard 5. Professionalism Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
- Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.
- Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

SHAPE National Standards for Initial Physical Education Teacher Education (2017)

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.

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

Standard 3: Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences. 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Texas Examinations of Educator Standards
Physical Education EC-12

Subject Test V — Fine Arts, Health and Physical Education (805)

Competency 003 (Health): The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction. The beginning teacher:

- A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the life span.
- B. Demonstrates knowledge of major areas in health instruction, including body systems and development (e.g., structures and functions of various body systems, relationships among body systems, five senses); illness and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention); nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet); stress (e.g., effects of stress, stress reduction techniques); and fitness (e.g., components of fitness, methods for improving fitness, posture).
- C. Knows and understands stages of human growth and development, including physical and emotional changes that occur during adolescence.
- D. Understands substance use and abuse, including types and characteristics of tobacco, alcohol, other drugs and herbal supplements.
- E. Understands types of violence and abuse, including causes and effects of violence and abuse and ways to prevent and seek help in dealing with violence and abuse.
- G. Applies critical-thinking, goal-setting, problem-solving and decision-making skills in health-related contexts (e.g., eating habits, drug use, abstinence) and understands the use of refusal skills and conflict resolution to avoid unsafe situations (e.g., bullying, violence, abuse).
- H. Knows and understands strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect, anxiety, grief).
- J. Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).
- K. Understands health care responses to threats to safety, internal injury, early detection and warning signs of illness.
- L. Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).
- M. Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual (e.g., idealized body images, unhealthy weight-loss plans), family and community health.
- N. Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.

O. Selects and uses instructional strategies, materials and activities to help students understand the roles of health care professionals, the benefits of health maintenance activities and the skills for becoming health-conscious consumers.

P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.

Competency 004 (Physical Education): The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction. The beginning teacher:

A. Applies key principles and concepts in physical education and physical activity (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) for the promotion of health and fitness.

B. Knows and helps students understand the benefits of an active lifestyle.

C. Understands appropriate methods, including technological methods, for evaluating, monitoring and improving fitness levels.

D. Applies knowledge of movement principles and concepts to develop students' motor skills including understanding key elements of mature movement patterns (e.g., throwing, jumping, catching) and various manipulative skills (e.g., volley, dribble, punt, strike).

E. Selects and uses developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative and rhythmic skills.

F. Modifies instruction based on students' individual differences in growth and development.

J. Designs, manages and adapts physical education activities to promote positive interactions and active engagement by all students.

K. Understands areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning.

L. Applies knowledge of physical education content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan, implement and assess effective, developmentally appropriate physical education activities.