



KNES 4513 Adapted Physical Education Syllabus Fall 2025

Gordon T. & Ellen West College of Education

Monday and Wednesday 12:30-1:50

CONTACT INFORMATION

Instructor: Carrie Taylor

Email: carrie.taylor@msutexas.edu

Office: Camp Jolly (Birdwell Hall 320)

Office Hours: Email for virtual meetings.

Wednesday 11-12

Tuesday and Thursday: 11-1

Class Meeting Places & Times Monday & Wednesday 12:30-1:50

Bridwell 205 & West Gym & Coliseum 101 (Activities)

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. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Required Text

Winnick, J.P. (2022). *Adapted physical education and sport* (7th Ed.). Chicago, IL;

Human Kinetics.

Jones, J. (1976). *Acorn people*. New York, NY; Random House.

Recommended Texts

Silliman-French, L & Buswell, D. (2008). *Adapted physical education manual of best practices* (2nd Edition).

Texas Association for Health, Physical Education, Recreation & Dance.

Rouse, P. (2009). Inclusion in Physical Education. Chicago, IL; Human Kinetics.

Course/Catalog Description

A comprehensive study of the theoretical and practical knowledge and skills necessary to assess, plan, adapt and implement developmentally and age-appropriate physical education recreation and sports for individuals with disabilities throughout the lifespan. Exposure and execution of adaptations and modifications to physical education activities, team, individual and dual sports, recreation activities, and disability sports (e.g. Special Olympics, Paralympics, etc.) Lessons with WFISD students will occur each Wednesday during the last eight weeks of class. It is assumed that each student enrolled in this course has taken and passed KNES 3363. Without this prior knowledge coming into the course, students may have difficulty applying the necessary information and practices during the field experience portion of the class.

Student Email Usage

- You are required to use your MWSU email address for all correspondence during this course. Check that your MWSU email address is the one listed in your D2L Personal Information.
- Using your MWSU address ensures your privacy. If you have a different email account, you can forward your MWSU email to that account, but I will only send and respond to emails within the MWSU address.
- Please make sure to include your name and course number in any email that you send.
- You are required to check your MWSU email a minimum of 4 days per week.

Objectives

Students will:

1. Gain knowledge and skills or motor behaviors of individuals with disabilities. SBEC I, SHAPE 2.2a- Competency 001a and c Competency 002a and f- TEKS 116.13 6b-1-d. 2 -a and b, 3 a-h, 4 1-c, 5, 6 a-c - TEK 166.26b 1a and b, 2a and b, 3a-g, 4a and b, 5, 6a -c, 7- TEKS 116.26 5b 1a and b, 2 a and b, 3 a -g, 4a, 6b, 7a -TEKS 116.27 6b, 1 and b, 2a, 4a and b- TEKS 166.28 6b 1a and b, 2 a and b, 3 a-d and f and g. TAC 2B ii
2. Gain knowledge and skills in the continuum of placement of individuals with disabilities. SBEC 1, SHAPE 1.1.e, TAC 2C iii
3. Gain knowledge of motor skills assessment for individuals with disabilities. SBEC 1E, SHAPE 5.5.a - TEKS 116. 13- B1 a-c, 2a-b, 3a, -e, and g- Competency 001e, Competency 010a-l, TAC5 A i and ii, Bi, Ci and ii, D i

4. Learn how to adapt or modify motor skills, physical activity, fitness activities, and/or sports during teaching. SBEC 1 SHAPE 2.2.a -TEKS116.13 1b a-d, 2 a and b, 3 a-g, 6 a-c, 7 -TEKS 116.28-3a-d and f and g, 8a – Competency 003a – 012a TAC 1B ii & iii, 1C I,
5. Learn motor skills, physical activities, sports, and fitness activities to meet the needs of individuals with disabilities. SBEC 1, SHAPE 2.2.1- TEKS116.13 1b a-d, 2 a and b, 3 a-g, 6 a-c, 7 -TEKS 116.27 4a and b, 6a-c – TEKS 116.278 6a and b, 9a- Competency 0004d, OO5 d, 011c and d
6. Identify quality teaching of motor skills, physical activity, sports, and fitness activities. SPEC iii, SHAPE 4.4.a - TEKS116.13 1b a-d, 2 a and b, 3 a-g, 6 a-c, 7- TEKS 116.27 3a-c, e-g -TEKS 116.28 6 a-c, 9a
7. Increase awareness of current issues and laws in general and adapted physical education. SBEC, X, SHAPE 1.1.f – Competency 013b, d, and e
8. Work hands-on with special needs students from WFISD throughout the semester, creating lesson plans and executing games and activities to enhance motor skills, physical fitness, and sports. SBEC 3, SHAPE 3.3.d - TEKS 116.13 9a- and b, 11 a, - TEKS 116.13 6b-1-d. 2 -a and b, 3 a-h, 4 1-c, 5, 6 a-c - TEKS 116.27 3 a-d and e-g, 4a and b- TEKS 116.28 6 a and b, 8a, 9a, TAC 4a iii, B, i and ii
9. The ability to align TEKS where appropriate in lesson plans. (See addendum: A)

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 [D2L Help](#).

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.

Course Assignments and Points

Course Assignments	Points
Video Introduction	20
Wheelchair Activity & Video Presentation	100
Acorn People	100
TGMD Peer Testing	40
Disability Presentation	100
TGMD Test Report on WSIFD Student	100
Warm-up/Cool Down	20
Lesson Plans (6 x 20 pts each)	120
Reflections	100
Adapted Equipment Project & Template	100
Final Exam	100
Attendance	56
Total	956

Letter Grade and Point Range

Grade Point Range	Letter Grade
860-956	A
764-859	B
573-763	C
555-572	D
Below 554	F

Course Schedule

Day	Date	Assignment	Due Dates
Mon	Aug 25	Introduction Syllabus/WFISD Volunteer Form Child Protection Training	Bring phones or computers. *Upload your certificates to D2I
Wed	Aug 27	Chapters 1-3	N/A
Mon	Sept 1	NO CLASS	N/A
Wed	Sept 3	Chapters 1-3 Cont. & Discuss Acorn People	N/A
Mon	Sept 8	Wheelchair Activity Meet in the Lobby of Bridwell Hall	Meet in Bridwell Hall
Wed	Sept 10	<ul style="list-style-type: none"> Discuss Wheelchair Experience Activities in the little gym. Wear activity clothes and tennis shoes FEEDBACK TO TWO PEERS DUE 	*Wheelchair Activity Due Meet little gym and wear active clothes
Mon	Sept 15	Guest: Thomas Parker	*Acorn Paper Due
Wed	Sept 17	<ul style="list-style-type: none"> Lesson Planning Modification/Adaptations 	N/A
Mon	Sept 22	<ul style="list-style-type: none"> Chapter 19-20 Motor Development & Perceptual - Motor Development Warmup and Cool Down Discussed Lesson Planning Discuss Disability Presentation 	N/A
Wed	Sep 24	<ul style="list-style-type: none"> Discuss TGMD Guest: Thomas Parker 	N/A
*Sun	Sept 28	*Warm-up and Cool-down Due	Warm-up and Cool-down Due

Day	Date	Assignment	Due Dates
Mon	Sept 29	Peer TGMD/meet in either West Gym or Legion	Wear active clothes and tennis shoes
Wed	Oct 1	*WFISD Students TGMD	Administer TGMD with WFISD Students Peer TGMD Test
Fri	Oct 3	*Lesson Plan 1 Due	N/A
*Sun	Oct 5	*TGMD Test & report Due	*TGMD & Report Due
Mon	Oct 6	Translate the TGMD into lesson planning Activities/Dr. Taylor	TBA
Lesson Plans	N/A	<ul style="list-style-type: none"> Lesson Plans are due on Fridays. Due Dates Bring the lesson plan to class the following Monday. 	N/A
Wed	Oct 8	*WFISD Students	N/A
*Fri	Oct 10	*Lesson Plan 2 Due	N/A
*Sun	Oct 12	*Disabilities Presentations Due	*Disabilities Presentations Due
Mon	Oct 13	Disability Presentation 1-4	N/A
Wed	Oct 15	*WFISD Students	N/A
*Fri	Oct 17	*Lesson Plan 3 Due	N/A
Mon	Oct 20	<ul style="list-style-type: none"> Disabilities Presentation 5-9 Review Lesson Plans 	N/A
Wed	Oct 22	*WFISD Students	N/A
*Fri	Oct 24	*Lesson Plan 4 Due	N/A
Mon	Oct 27	<ul style="list-style-type: none"> Disability Presentation 10-14 Review Lesson Plans 	N/A
Wed	Oct 29	*WFISD Students	N/A
*Fri	Oct 31	*Lesson Plan 5 Due	N/A
*Sat	Nov 1	Adapted Presentation Due	*Adapted Presentation Due
Mon	Nov 3	<ul style="list-style-type: none"> Disability Presentation 15-18 Review Lesson Plans 	N/A
Wed	Nov 5	*WFISD Students	N/A
*Fri	Nov 7	*Lesson Plan 6 Due	N/A

Day	Date	Assignment	Due Dates
Mon	Nov 10	<ul style="list-style-type: none"> Disability Presentation 19-22 Review Lesson Plans Discuss outdoor equipment for Outdoor Day 	N/A
Wed	Nov 12	<i>*WFISD Students</i>	N/A
Mon	Nov 17	<ul style="list-style-type: none"> Adapted Presentation 1-7 Plan for Recreation Day 	West Gym
Wed	Nov 19	<i>*WFISD Students Outdoor Recreation Day</i>	N/A
Mon	Nov 24	Adapted Presentation 8-14	West Gym
N/A	N/A	<i>*Thanksgiving 26-31</i>	N/A
Mon	Dec 1	Adapted Presentation 15-22	West Gym
Wed	Dec 3	Final Reflections To be announced!	N/A

Assignment Descriptions

Acorn People Paper

Write a 3-page paper reviewing the experiences of each individual within the book. Discuss in detail their experiences and what the journey was like for Jones when arriving and when leaving the camp.

Competency 012.

Oral Presentations:

You will give a 10-12-minute Google Slides presentation over an approved topic that is relevant to health. You will need 5- current PEER-REVIEWED articles or journals on your reference slide at the end. Check APA at Purdue Owl if you need help knowing how to set the page properly. Your grade will include proper questions for your classmates' presentations. 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 come professionally dressed. All topics will be assigned.

Competency 013.

Lesson Plans (LP) (Due each Friday prior to teaching)

Lesson Plans (LPs) will include correct demographic information (i.e., name, date, location of the lesson), two TEKS standards (that relate to the activities), two TEKS expectations (that correspond with the chosen TEKS standards), detailed needed equipment list, starting and stopping times the detailed description of activities, and disability adaptations. Each lesson should have a theme (i.e., sport, motor skill, fitness) chosen by the student to address the student with varying abilities needs and a minimum of five activities to meet the lesson objectives. Less is not better. More criteria for this assignment can be found in D2I. Each is worth 25 points.

Competency 001, 002, 003, 004, 005, 007, 008, 009, 010, 011, 013.

Warm-up and Cool Down Lesson Plans (WCLP)

The WCLP will be taught to ALL of the WFISD students with disabilities as a large group. The WCLP will include correct demographic information (i.e., name, date, location of the lesson), two TEKS standards (that relate to the activities), two TEKS expectations (that correspond with the chosen TEKS standards), a detailed needed equipment list, starting and stopping times, detailed description of the warm-up and cool-down activities (should last about 5-6 minutes), and varying abilities adaptations.

Competency 003, 004, 005, 007, 013.

TGMD Test of Motor Skills Assessments

Students will administer a motor skills assessment to their assigned student with a disability. The Test of Gross Motor Development - 2nd Edition (TGMD-2) by Ulrich, will be utilized for this assignment. The results of the motor skills assessment will be recorded on the provided Excel TGMD-2 form and analyzed in order to develop LPs addressing the student with disabilities' motor skill needs. More criteria for this assignment can be found on the Motor Skills Assessment Grading Form in D2I.

Competency 001, 002, 003, 010, 012.

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.
5. 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.

6. 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.
7. *Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings and the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer connected to the internet. Contact your instructor immediately if you are having computer trouble. A student helpdesk is available if you have technical difficulties in the course. The college cannot work directly on student computers due to liability and resource limitations; however, they can help you connect to our online services. For help, log into D2L.

Attendance

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

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

- 2 points: Punctual, Participates
- Professional 0 points: Missing any of the above
- 28 X 2= 56 points

WCOE Attendance Policy

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

General WCOE Classroom Policies

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

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

will be informed). If I need to ask twice you may be asked to leave the class. Other students have the right to learn without distractions.

- I am to be addressed as “Professor” or “Dr.” Taylor. Decorum in emails and other communications should reflect the same professionalism.
- The instructor reserves the right to amend these rules as necessary throughout the term.
- Dressing appropriately will be expected including no derogatory logos/wording on shirts, pants, or shorts.
- Tennis shoes must be worn when class is held in the gymnasium or when working with individual students.
- Clothing should be clean, neat, and appropriate for the setting, including footwear.
- Cleanliness is expected, including shower, clean hair, and clothes.
- Professional attire is expected when teaching your student from WFISD. Appropriate length shorts, no tank tops, full-length shirts, or no derogatory logos.
- When presenting in front of the class appropriate attire includes dress slacks and button-down shirt for men and dress slacks/skirts and an appropriate blouse for women.
- No cell phones, I-Pods, or other technology that distracts from full class participation (unless used for taking notes) will be used unless instructed to do so.
 - Cell phones will be utilized for the TGMD test and for the use to video your student.
- If inappropriate attire is worn during the class up to 5 points deductions will be taken off for that day's participation/disposition grade.

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 individuals to whom credit is given).

Additional guidelines on procedures in these matters may be found in the Office of Student Rights and Responsibilities.

- a. The term “cheating” includes, but is not limited to
 - (1) the use of any unauthorized assistance in taking quizzes, tests, or examinations;

- (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
- (3) the acquisition without permissions, of tests or other academic material belonging to a member of the university, faculty, or staff.
- b. The term “plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation of another person's published or unpublished work without full and clear acknowledgment. The use of AI. It also includes the unacknowledged use of materials prepared by another person or agency selling term papers or other academic materials.
- c. “collusion” means collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

Plagiarism is the use of another’s thoughts, words, ideas, or line (including text written by a generation system or artificial intelligence tool) in your own work without appropriate documentation (a parenthetical citation at the end and a list on the Reference Page)-whether you use that material in a quote, paraphrase, or summary. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Kinesiology and Sports and Leisure Department Chair and the Dean of Students. Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

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](#).

Plagiarism is a serious academic offense and goes against the principles of integrity and originality that are essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and the use of AI-generated content without proper attribution. It is crucial that all students understand and adhere to this policy to maintain the academic integrity of the course.

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](#)

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.

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): [Academic Calendars](#).

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.

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 as 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 Rules](#).

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

Student Wellness Center

Phone: 940-397-4140

Email: disabilityservices@msutexas.edu

Website: [DSS Webpage](#)

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."](#)

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 encourage 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

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

***Notice:** Changes to the course syllabus, procedure, assignments, and schedule may be made at the instructor's discretion.

Conceptual Framework Overview

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

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrates knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognizes the value and challenges of individual differences:
- Reflection - GWCOE engages in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships - GWCOE develops positive relationships, uses collaborative processes, and behaves ethically.
- Communication - GWCOE communicates effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engages in continuous learning and professional development.

- Strategies and Methods - GWCOE uses a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrates mastery of the content area(s) and remains current in their teaching fields.
- Planning Process - GWCOE demonstrates effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrates formative and summative techniques to plan, modify, and evaluate instruction.

Competencies students will:

- 1) Gain knowledge and skills or motor behaviors of individuals with disabilities. SBEC I, SHAPE 2.2a
 - a) Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - b) Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - i) C. Demonstrates knowledge of principles and components of perceptual-motor development (e.g., body awareness; auditory, visual, and kinesthetic discrimination) and their relationship to motor performance.
 - ii) E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback.
 - c) SHAPE: 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.
 - i) 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance, and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 2) Gain knowledge and skills in the continuum of placement of individuals with disabilities. SBEC 1, SHAPE 1.1e
 - a) Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - b) Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - i) A. Demonstrates knowledge of principles and stages of motor development
 - ii) Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback.

- 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. e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for PreK-12 students.
- 3) Gain knowledge of motor skills assessment for individuals with disabilities. SBEC I E: SHAPE 5.5.a
 - a) Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - b) SBEC: Domain 1 Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - i) E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback.
 - ii) Competency 002 The teacher understands principles and practices for developing, combining, and integrating motor skills.
 - iii) Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
 - c) SHAPE: Standard 5: Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision-making related to instruction and learning.
 - i) 5. Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4) Learn how to adapt or modify motor skills, physical activity, fitness activities, and/or sports during teaching. SBEC 1 SHAPE: 2.2.a
 - a) SBEC Domain 1: Competency 002: The teacher understands principles and practices for developing, combining, and integrating motor skills.
 - i) E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback.
 - b) SHAPE: 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.
 - i) 2. a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance, and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 5) Learn motor skills, physical activities, sports, and fitness activities to meet the needs of individuals with disabilities. SBEC 1; SHAPE 2.2.1

- a) Physical Education EC–12 Standard I The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
 - i) E. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback.
- b) SBEC: Domain 1 Competency 001: The teacher understands and applies principles of motor development and motor learning.
 - i) i. Competency 002: The teacher understands applied knowledge of movement concepts and biomechanical principles.
- c) 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.
 - i) 2. a. Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance, and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 6) Identify quality teaching of motor skills, physical activity, sports, and fitness activities. SPEC III; SHAPE 4.4.c
 - a) Physical Education EC–12 Standard III The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.
 - b) Competency 004: The teacher understands and applies knowledge of individual, dual, and team sports and activities.
 - c) 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.
 - d) Competency 007: The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
 - e) Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).
 - i) H. Demonstrates knowledge of principles and techniques for promoting students' goal-setting, analysis, problem-solving, and decision-making skills in physical education contexts.
 - c) SHAPE: Standard 4: Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

- i) 4. c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 7) Increase awareness of current issues and laws in general and adapted physical education. SBEC: X, SHAPE: 1.1.f
 - a) Physical Education EC–12 Standard X The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.
 - 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. f Describe historical, philosophical, and social perspectives of physical education issues and legislation.
 - 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.
- 8) Work hands-on with special needs students from WFISD throughout the semester, creating lesson plans and executing games and activities to enhance motor skills, physical fitness, and sports. SBEC 3, SHAPE 3.3.d
 - a) 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.
 - i) 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
 - b) SHAPE: Physical Education EC–12 Standard II The physical education teacher understands the principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
 - i) Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
 - ii) E. Knows how to create, modify and adapt physical education activities, games, rules, equipment, and settings to ensure that all students have an equal opportunity to participate, learn, be successful and enjoy physical activity.
 - c) Competency: 008: The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.

- d) Competency: 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- e) Competency: 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create a learning environment and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).
- f) Competency 012: The teacher understands the structure, organization, goals, and purposes of physical education programs.

Addendum A:

TEKS 116.13 1st grade

Introduction.

- 1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games,

activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- 5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety

practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.

- 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - a) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping;
 - b) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance;
 - c) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills; and
 - d) spin and roll at different levels, speeds, and positions.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - a) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions; and
 - b) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - a) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target;
 - b) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object;
 - c) practice dribbling continuously with one hand while stationary using preferred hand;
 - d) tap or dribble a ball using the inside of the foot while walking;
 - e) approach and kick a stationary ball;
 - f) volley a lightweight object to self and partner;
 - g) strike an object using a short-handled implement, projecting the object upward;
 - h) jump consecutively with a self-turned rope; and
 - i) turn a long rope.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - a) move in personal and general space to rhythms and beats while maintaining balance;
 - b) travel over, under, around, and through using a variety of pathways, shapes, and levels; and

- c) differentiate between fast and slow speeds, strong and light force, and various directions.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns in four counts.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - a) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;
 - b) identify and follow teacher instructions to improve performance for specific motor development skills; and
 - c) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.

TEKS 116.14 2nd grade

Introduction

- 1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial

and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- 5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control;

become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.

- 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:
 - a) practice and apply correct technique while hopping, galloping, running, sliding, and skipping;
 - b) demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position;
 - c) demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition; and
 - d) spin and roll at different levels, speeds, and positions.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:
 - a) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds; and
 - b) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - a) demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward;
 - b) demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body;
 - c) demonstrate key elements of hand dribbling while walking;
 - d) dribble a ball with control using both feet while walking;
 - e) kick a moving ball using a continuous running approach;
 - f) volley a lightweight object with consecutive hits to self or partner;
 - g) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively;
 - h) jump forward and backward with a self-turned rope; and
 - i) demonstrate turning and jumping a long rope.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

- a) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space;
 - b) combine pathways, shapes, and levels into simple sequences; and
 - c) combine speed and direction as directed by the teacher.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- a) apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle, and high levels with appropriate speed and direction;
 - b) participate in appropriate drills and activities to enhance the learning of specific motor development skills; and
 - c) demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.
- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to describe outdoor recreation and health and fitness activities in school and the community.
- 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) list the benefits of regular physical activity on the heart and lungs;
 - b) define frequency and endurance as it relates to physical activities; and
 - c) demonstrate correct technique of exercises that promote health-related 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 health-and skill-related goals with teacher guidance; and
 - b) identify how to measure improvement and track progress in physical skills with a measuring tool.
- 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 the types of food that produce energy to enhance physical activity; and
 - b) explain the need for proper hydration to enhance 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) explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities; and
 - b) identify and explain safety precautions, including pedestrian, water, sun, cycling, and skating safety.

- 12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- a) differentiate between the positive and negative consequences of personal actions;
 - b) explain and demonstrate respect for differences and similarities in abilities of self and others; and
 - c) identify self-management skills to control personal impulses and emotions.
- 13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- a) identify the causes of problems and propose solutions with teacher guidance; and
 - b) communicate feelings and thoughts appropriately without cue.

TEKS 116.15 3rd grade

Introduction.

- 1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment.

Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- 5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- a) demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping;
 - b) demonstrate correct jumping and landing technique from different heights;
 - c) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition; and
 - d) spin and roll with control at different levels, speeds, and positions with manipulatives.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
- a) demonstrate moving in and out of a balanced position with control during dynamic activities; and
 - b) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- a) demonstrate key elements in underhand and overhand throwing to a partner with accuracy;
 - b) demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body;
 - c) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control;
 - d) dribble a ball with control using both feet while slowly jogging;
 - e) kick a moving ball on the ground and in the air using a continuous running approach;
 - f) demonstrate correct technique in volleying to a wall or partner and over an object or net;
 - g) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement;
 - h) jump a self-turned rope using a variety of basic skills; and
 - i) enter and exit a turned long rope using basic jumping skills.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- a) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space;
 - b) combine pathways and levels into various movement patterns in a wide variety of physical activities; and
 - c) combine speed, direction, and force as directed by teacher.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- a) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games;

- b) demonstrate specific movement skills to improve performance in designated dynamic activities; and
- c) explain and follow rules, procedures, and safe practices during games and activities.
- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses.
- 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 regular physical activity, including stress management;
 - b) identify the importance of frequency and intensity during endurance activities; and
 - c) explain and demonstrate the correct techniques of health-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) describe the importance of setting personal fitness goals in improving health-related fitness; and
 - b) identify how to measure improvement and track progress for health-related fitness.
- 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) differentiate between healthy and unhealthy foods and their impact on sustainable energy for physical activity; and
 - b) differentiate between water and processed sugar or high-calorie drinks and their impact on sustainable energy for 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) select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities; and
 - b) exhibit correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.
- 12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
 - a) explain that personal actions have consequences for self and others;
 - b) demonstrate respect for differences and similarities in abilities of self and others;

116.16 4th grade

Introduction

- 1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness.

Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

- a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required

student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- 5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - a) demonstrate and apply correct technique in a variety of locomotor skills during dynamic activities;
 - b) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump;
 - c) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition; and
 - d) spin and roll with control at different levels, speeds, and positions with manipulatives.

- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - a) transfer body weight over, under, and on equipment with good control; and
 - b) move into and out of various combinations of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - a) practice the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during dynamic activities;
 - b) practice the key elements of catching a ball at a variety of levels above and below the waist;
 - c) demonstrate key elements of hand dribbling with dominant and non-dominant hand while changing both speed and direction;
 - d) dribble a ball with control alternating feet while changing both speed and direction with a partner;
 - e) identify and demonstrate the key elements in kicking patterns, including body position, weight transfer, and follow-through;
 - f) demonstrate correct technique in underhand and overhead volleying to a wall, net, or partner;
 - g) demonstrate correct technique when striking an object with a hand or short- or long-handled implement with a partner;
 - h) jump a self-turned rope using a variety of intermediate skills; and
 - i) demonstrate entering and exiting a turned long rope using intermediate jumping skills.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - a) demonstrate the appropriate use of open space and closing space during dynamic activities;
 - b) demonstrate appropriate use of pathways and levels during dynamic activities and lead-up games; and
 - c) apply speed, direction, and force during dynamic activities and lead-up games.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate a rhythmic routine with appropriate steps and movement patterns individually or in a group.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - a) explain fundamental components and strategies of dynamic activities and lead-up games;
 - b) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group; and
 - c) exhibit appropriate sporting behavior during independent games and activities.

- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.
- 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 regular physical activity on overall health and wellness;
 - b) demonstrate frequency and intensity during endurance activities; and
 - c) identify and demonstrate the components of health- and skill-related 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 personal fitness goals for health-related fitness; and
 - b) track progress and analyze data for health-related fitness activities.
- 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) examine the relationship between nutrition and optimal physical performance; 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) work independently to select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and lead-up games; and
 - b) apply correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.
- 12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
 - a) accept and take responsibility for personal actions that affect self and others;

TEKS 116.17 5th grade

Introduction

- 1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to

the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

- b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- 5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - a) demonstrate and apply correct technique in a variety of locomotor skills and combinations during lead-up activities;
 - b) demonstrate correct jumping and landing technique while performing a long jump and a full turn jump in both directions; and
 - c) demonstrate advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - a) maintain balance and transfer body weight with control during dynamic activities and lead-up games; and
 - b) perform a combination of bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities.

- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - a) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities;
 - b) demonstrate the key elements of catching while moving during games and activities;
 - c) demonstrate key elements of hand dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games;
 - d) combine foot dribbling with other skills during dynamic activities and lead-up games;
 - e) demonstrate appropriate form when kicking and punting during dynamic activities and lead-up games;
 - f) demonstrate correct technique in volleying in dynamic activities and lead-up games;
 - g) demonstrate correct technique when striking an object with a hand or short- or long-handled implement in dynamic activities and lead-up games;
 - h) jump a self-turned rope in a routine using a variety of advanced skills; and
 - i) demonstrate entering and exiting a turned long rope using advanced jumping skills.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - a) demonstrate the appropriate use of open space and closing space in small groups during dynamic activities and lead-up games;
 - b) apply appropriate use of pathways and levels in small groups during dynamic activities and lead-up games; and
 - c) apply speed, direction, and force with a short-handled implement during dynamic activities and lead-up games.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create rhythmic routines in counts of eight using basic steps and coordinated movement patterns individually or in a group.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - a) identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games;
 - b) demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group; and
 - c) engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue.
- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.
- 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.
- 12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility.

TEKS 116.25 Middle School TEKS

Introduction

- 1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
- a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit

the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

- c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in using strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities, and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- 4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.
- 5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in

greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.

- 6) Statements that contain the word including reference content that must be mastered, while those containing the phrase such as are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - a) perform a variety of locomotor skills and combinations during dynamic activities and games; and
 - b) demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - a) demonstrate balance with control during dynamic activities and games; and
 - b) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - a) demonstrate correct technique when throwing to a moving target;
 - b) demonstrate correct catching technique from different levels and trajectories with a variety of objects;
 - c) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control;
 - d) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations;
 - e) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games;
 - f) demonstrate correct technique in volleying to a target with control and accuracy;
 - g) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and
 - h) create and perform a jump rope routine using a variety of advanced skills.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - a) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports; and
 - b) apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports.

- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with intermediate steps and movement patterns.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - a) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games;
 - b) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and
 - c) demonstrate appropriate sporting behavior with teammates, opponents, and officials.
- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games.

TEKS: 116.26 6th grade

Introduction

- 1) Physical education is the foundation of a well-balanced curriculum. It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the

physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term age appropriate means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.

- 5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.
- 6) Statements that contain the word including reference content that must be mastered, while those containing the phrase such as are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - a) perform a variety of locomotor skills and combinations during dynamic activities and games; and
 - b) demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - a) demonstrate balance with control during dynamic activities and games; and
 - b) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - a) demonstrate correct technique when throwing to a moving target;
 - b) demonstrate correct catching technique from different levels and trajectories with a variety of objects;
 - c) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control;
 - d) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations;
 - e) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games;
 - f) demonstrate correct technique in volleying to a target with control and accuracy;
 - g) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and
 - h) create and perform a jump rope routine using a variety of advanced skills.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - a) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports; and

- b) apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with intermediate steps and movement patterns.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - a) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games;
 - b) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and
 - c) demonstrate appropriate sporting behavior with teammates, opponents, and officials.
- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games.
- 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; and
 - b) identify how environmental temperature and humidity each contribute to dehydration and heat illness.
- 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) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
 - b) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.

- 12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- a) explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports;
 - b) explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games;

TEKS 116.27 7th grade

Introduction

- 1) Physical education is the foundation of a well-balanced curriculum. It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
- a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data

used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term age appropriate means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- 5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.
- 6) Statements that contain the word including reference content that must be mastered, while those containing the phrase such as are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - a) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
 - b) apply correct jumping and landing technique during dynamic activities, game situations, and sports.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - a) move between positions with controlled balance during dynamic activities, game situations, and sports; and
 - b) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - a) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports;
 - b) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports;
 - c) apply offensive and defensive patterns in game strategies while hand dribbling;
 - d) apply offensive and defensive foot dribbling strategies during game situations and sports;
 - e) apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports;
 - f) apply correct technique in volleying with both control and accuracy during game situations and sports;
 - g) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports; and
 - h) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - a) execute the appropriate use of open space and closing space during dynamic activities, games, and sports; and
 - b) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with advanced steps and movement patterns with a partner.

- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
 - a) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
 - b) apply combinations or sequences of game skills to achieve individual or team goals; and
 - c) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports.
- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games.
- 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.
- 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) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
 - b) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.
- 12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

- a) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports;

TEKS 116. 8th grade

Introduction

- 1) Physical education is the foundation of a well-balanced curriculum. It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - a) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - b) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - c) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- 2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- 3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- 4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term age appropriate means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- 5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.
- 6) Statements that contain the word including reference content that must be mastered, while those containing the phrase such as are intended as possible illustrative examples.

Knowledge and skills.

- 1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

- a) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
 - b) combine correct jumping and landing technique during dynamic activities, game situations, and sports.
- 2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
- a) combine and apply balance with control during dynamic activities, game situations, and sports; and
 - b) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.
- 3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- a) combine appropriate throwing techniques during game situations and sports;
 - b) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports;
 - c) perform, without cue, key elements in hand dribbling during game situations and sports;
 - d) perform, without cue, key elements in foot dribbling during game situations and sports;
 - e) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy;
 - f) perform, without cue, key elements in volleying during game situations and sports;
 - g) perform, without cue, key elements in striking during game situations and sports; and
 - h) create and perform a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance.
- 4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- a) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports; and
 - b) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports.
- 5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns.
- 6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- a) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
 - b) perform, without cue, combinations or sequences of game skills to achieve individual or team goals; and
 - c) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue.

- 7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to engage in a variety of self-selected outdoor recreational activities and games.
- 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) perform a variety of lifelong physical activities and explain their effects on overall health and wellness;
 - b) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic and anaerobic activities; and
 - c) develop and analyze a personal fitness plan using health-related and skill-related fitness component.
- 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 and implement a personal physical fitness plan and analyze the results for effectiveness; and
 - b) 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) develop a healthy food choice plan that enhances physical performance; and
 - b) determine hydration needs, without cue, based on physical performance and environmental factors.
- 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) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
 - b) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.
- 12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
 - a) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and
 - b) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.
- 13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

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(5) The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students

experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course.

Teachers Standards Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter AA. Teachers Standards

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers. (b) Standards.

- 1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
 - b) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
 - c) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- 2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
 - b) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- 3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
 - b) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise
 - iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
- 4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is

characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

- b) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- 5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
 - a) Teachers implement both formal and informal methods of measuring student progress.
 - i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 - b) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - c) Teachers regularly collect, review, and analyze data to monitor student progress.
 - i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 - d) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
 - i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

References/Scientifically-Based Research/ Additional Reading:

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