



MSU Texas
Gordon T. & Ellen West College of Education
Adapted Physical Activity
KNES 4513 Fall 2022 T/Th 12:30-1:50

Course Instructor

Dr. Sandra Shawver
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E-mail: Sandra.shawver@msutexas.edu

Office Hours:

Virtual Office Hours Upon Request

Monday 10:00 AM-12:00 PM

Wednesday 2:00 PM- 4:00 PM & Thursday 2:30 PM- 3:30 PM

Class Meeting Places & Times

Tuesday & Thursday 12:30 PM-1:50 PM

Coliseum 111 & Coliseum 101 (Activities)

Instructor Response: During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

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 MSU D2L or MSUTexas email address for all correspondence during this course. Check that your MSUTexas email address is the one listed in your D2L Personal Information.
- Using your MSUTexas address ensures your privacy. If you have a different email account, you can forward your MSUTexas email to that account, but I will only send and respond to emails within the MSUTexas address.
- Please make sure to include your name and course number in any email that you send.
- You are required to check your MSUTexas email a minimum of two (2) 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.
2. Gain knowledge and skills in the continuum of placement of individuals with disabilities. SBEC 1, SHAPE 1.1.e
3. Gain knowledge of motor skills assessment for individuals with disabilities. SBEC 1

- E, SHAPE 5.5.a - TEKS 116. 13- B1 a-c, 2a-b, 3a, -e, and g- Competency 001e, Competency 010a-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
 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
 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 download and utilize Flipgrid
- 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.

Communication Policies

- Before emailing 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 emailing 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 emailing 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 Requirements	Points
Flipgrid Introduction	10
Pre-Survey	10
Lesson Plans 20 pts each	160
Portfolio	125
Wheelchair Activity & Flipgrid	80
Acorn People	100
TGMD Peer Testing Bonus	20
Observation & Flipgrid	100
Disability Presentation	100
Warm-up/Cool Down	30
TGMD Test Report on WSIFD Student	100
Adapted Equipment Project & Template	100
Exam	160
2 Quizzes	30
Abbreviation Quiz	20
Reflection Paper	25
Total	1170

1053-1170	A
936-1052	B
819-935	C
702-818	D
Below 701	F

Mon	Aug 22	Introduction & Program Organization & Management/Syllabus/Survey/WFISD Volunteer Form Observation & Child Protection Training: https://training.msutexas.edu/?id=37a9bfea0a0008954a19954cef9a1aa5	Bring phones or computers
Wed	Aug 24	Chapters 1-3 Organization and Management Discuss Wheelchair Activity	Survey Due
Fri	Aug 26	No class	Flipgrid Introduction Due
Mon	Aug 29	Wheelchair Activity Meet in the lobby of Birdwell Hall	
Wed	Aug 31	Guest Lecture Dr. Rutherford (Exceptionality) Read: Acorn People Discuss Wheelchair Experience	
Mon	Sept 5	No Class Wheelchair Activity Due	Wheelchair
Wed	Sept 7	Chapter 6 Lesson Plan Guest: Thomas Parker Behavior Management Discussion of Acorn People	Acorn Paper Due
Mon	Sept 12	Chapter 19-20 Motor Development & Perceptual -Motor Development Warmup and Cool Down Discussed Activities in Gym Lesson Planning	Abbreviation quiz, from 1:35-1:50 Bring your computer or phone
Wed	Sept 14	Discuss Disability Presentation TGMD peer testing discussion/end in the gym/equipment	Child Protection Training Due/Upload a copy to d2l
Sun	Sept 18	Warm-up and Cool-down due	
Mon	Sept 19	Peer TGMD/meet in the little gym	Peer TGMD Test
Wed	Sept 21	WFISD Students TGMD	Administer TGMD with WFISD Students
Mon	Sept 26	Test 1	Test 1
Lesson Plans		1, 9/18:2, 9/25:3, 10/2:4, 10/9: 5, 10/16: 6, 10/23: 7, 10/30: 8, 11/6: 9, 11/13	Due Dates

Wed	Sept 28	WFISD	Disabilities Presentations & Observation Request Due
Mon	Oct 3	Disability Presentation 1-6 Due End in Little Gym	
Wed	Oct 5	WFISD	TGMD Test & report Due
Mon	Oct 10	Disabilities Presentation 7-11 Review Lesson Plans	
Wed	Oct 12	WFISD Students	
Mon	Oct 17	Goal Ball	
Wed	Oct 19	WFISD Students	
Mon	Oct 24	Disability Presentation 12-16 Review Lesson Plans	
Wed	Oct 26	WFISD Students	
Mon	Oct 31	Disability Presentation 17-21 Discuss Adapted Equipment	
Wed	Nov 2	WFISD Students	
Mon	Nov 7	Disability Presentation 22-25 Plan for Recreation Day	Observation Due
Wed	Nov 9	WFISD	Adapted Equipment Due
Mon	Nov 14	Adapted Equipment Presentation 1-8	
Wed	Nov 16	WFISD Outdoor Recreation Day	Portfolio Due
Mon	Nov 21	Adapted Equipment Presentations 9-17	
Wed	Nov 23	No School Thanksgiving Break	
Mon	Nov 28	Adapted Equipment Presentations 18-25	Quiz Chapters 23-25 Online
Wed	Nov 30	Final Day	Reflection Paper Due Quiz 26-28 Online

Assignment Descriptions

Flipgrid Introduction (10 points)

Please introduce yourself to the class.

- The year you are in school
- What is your desire with your degree?
- What are you currently engaging in, like work, school, job?
- Something unique you would like to share with the rest of the class (We all have something special)
- 3 Comment on at least two peers, this is an excellent time to meet those who you will work with within the class. Use 3 comments and 1 question to your peers.

Pre-survey (10 pts)

The student will fill out a survey to assist the instructor with determining how much experience the student has had with individuals with disabilities.

Acorn People Paper (100 pts)

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. What do you think made the change for Jones? Give quality examples. Discuss the journey of each individual as to how they grew to the end of camp and what effect they had on Ron and Dominic as well as the other campers. Discuss key components of the book.

Competency 012,

Rolling in their Shoes (Wheelchair Activity & Flipgrid Presentation) (80 pts) Each student will take 10 minutes in the chair and then switch.

Whenever one person gets out of the chair, s/he will be the note-taker for the next person. (Of course, the first note taker won't have been in the chair yet). Simply make a note when you come to something that surprises or interests you. A third person should be documented with a cell phone photo; rotate this responsibility. Everyone should be talking about their experience as it unfolds. All details and routes can be located on Google Sites.

TGMD Peer Testing (Bonus 20 points)

We will do in-class testing on a fellow peer. Submitting the complete test will give you practice when you test your student from WFISD.

Observation & Flipgrid (60 points)

- Students must observe a minimum of three (3) hours of a special need's physical activity class, activity, sports practice, or other events. Observations are the best insight to help gain an understanding of how coaches, leaders, and teachers approach and work with students in this demographic.
- Prior approval IS REQUIRED before completing the observation. A validation form MUST be signed by the leader of the activity/class or event, which will be turned in via a hard copy by September 28th in class.
- Additionally, students must record a 4–5-minute Flipgrid summarizing what they observed and learned during their observation. In dropbox, there should be a short outline with your name, the facility, and the date of observation.
- Refer to Google Sites for what type of information to include in your Flipgrid Presentation.
- Approved organizations where you can observe are the ARC of Wichita Falls, Special Olympics, or Whispering of Hope Therapeutic Riding Facility. Some might require you to go through training before observing; that is why you need to make contact quickly. Some might need a background check. Scheduling your observation is time-sensitive.
- See the attached for the Observation Verification form in Google Sites.

Disability Presentation & (100 pts)

The general information provided in the outline will be used for the presentation. A minimum of 5 refereed journals (dated from 2017 to current) is required on the presentation reference page but can add as many other references as needed. More criteria for this assignment can be found on Google Sites.

Lesson Plans (LP) (Due each Sunday 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 disabilities' needs and a **minimum** of five activities to meet the lesson objectives. Less is not better. More criteria for this assignment can be found on the Google Sites. Each is worth 22 points but the points will be counted in the grade book under portfolio.

Competency 008, 011, 013

Warm-up and Cool Down Lesson Plans (WCLP) (20 pts)

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 minutes), and disability adaptations. More criteria for this assignment can be found on the Google Sites.

Competency 004, 005, 007

TGMD Test of Motor Skills Assessments (40 pts)

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 on Google Sites.

Competency 001, 002, 003, 010

Adaptive Equipment Project & Template (15 pts each = 30 pts)

The student will take an existing piece of equipment adapted accordingly or develop a new piece of equipment from scratch for use during one of his/her lessons with their assigned student. (Using an already existing piece of equipment must be changed significantly) This assignment is to help the student understand how to provide cost-effective and adaptive equipment to students with disabilities even without a large equipment budget. More criteria for this assignment can be found on the Adaptive Equipment Project & Template Grading Form on Google Sites.

Portfolio

Once you have completed all lesson plans, the warm-up and cool-down, the reflections, and any changes you have made to your original lesson plans, are due Nov. 20th) (22pts every 154 pts)

Weekly submit your journal entry from your experience working with your assigned groups in the area of the disability paper/presentation, wheelchair experience, warm-up and cool down preparations and teachings as well as working with your assigned student during the field experience. Each submission should be included in the Reflection DropBox in D2L by each Saturday night of each week. You DO NOT have to submit anything on the weeks we are just in lecture.

Reflection Paper (25 pts)

As a culmination of the journal, write a reflection paper (including the title page). It must be typed, double spaced, with 1" margins, using Times New Roman, left justified, 12-point font). The Title Page should include a creative title, the MSU student's phone number and email address, and the date of submission. More criteria for this assignment can be found on the Reflection Paper Grading Form on Google Sites.

The reflection paper should discuss the following:

Discuss your practicum experience

Discuss the individuals that are participating, including their disabilities

Discuss something that you learned from the supervisor or WFISD special education teachers

Discuss something you learned that you will use in the future

Discuss something that you observed that you would not recommend

How did this experience change or reinforced your feelings/beliefs about individuals with disabilities, and

Anything else that you deem important about your experience

Exams (280 pts)

The exams will have short answers, multiple-choice, and true and false.

Grading Procedures

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.

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 double spaced. The title page should have your names, class and section number, and the semester centered on the page. Papers that do not follow this format will not be accepted or graded.
requiring field experience, the candidate will be dropped with an F from those classes as well.

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.

Late assignments will not be accepted.

2. 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.
3. Grammar will be graded as part of any assignment. The MSU writing lab is available to all MSU students. <http://www.mwsu.edu/writingcenter/>
4. The office of Disability Support Services provides information and assistance, arranges accommodations information and assistance, and arranges accommodations and staff. A student/employee who seeks accommodations on the basis of disability must register with the Office of Disability Support Services. In accordance with the law, MSU provides students with documented disabilities with academic accommodations. If you are a student with a documented disability, please contact the instructor before classroom accommodations can be provided. The Disability Support Services may be contacted at 940-397-4140 (voice), 940-397-4515 (TDD), <http://students.mwsu.edu/disability>, or visit 3410 Taft Blvd., Clark Student Center Room 168.

Attendance Policy

All students are expected to attend all classes. If not in class the student will not earn points for that day. Participation points will be deducted for anyone coming in more than 10 minutes after class begins. Any course material or assignments are the responsibility of the student to get and turn in on time if they are absent. See assignment deadline policy for clarification. If a student is physically unable to participate due to illness or injury, an alternative activity option will be given by the instructor.

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

3-points, on time, participation, and dress.

2 points: Punctual, Participates, Professional

0 points: Missing any of the above

28 X 5= 140 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,

Other Class Policies

During this course, you will be expected to deal with your subject area, your instructors, your peers, and your colleagues as a professional. This includes dressing appropriately will be expected including no derogatory logos/wording on shirts, pants, or shorts, and no hats or sunglasses in class. 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. When working with the WFISD students you will cover your body and dress professionally, as you are working students. If you wear inappropriate clothes to class you will be asked to leave and change. When presenting in front of the class appropriate attire includes dress slacks and a button-down shirt or collared shirt for men and dress slacks/skirts and an appropriate blouse for women, unless they wear a dress or business suit. No cell phones, I-Pods, or other technology that distracts from full class participation will be used unless instructed to do so. If inappropriate attire is worn during the class up to 5 points deductions will be taken off for that day's participation/disposition grade. Cell phones will be utilized for the TGMD test and for the use of Flipgrid to video your student.

Plagiarism Statement

Academic Integrity

Student Honor Creed *"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."* You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes an improper citation of sources, using another student's work, and any other form of academic misrepresentation. When in doubt about collaboration, citation, or any issue, please contact me before embarking on a perilous path. Please see <http://students.mwsu.edu/dean/> for more information.

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from the Student Handbook. [Student Handbook 2017-18](#)

There will be collaboration on the lesson plans, however, your final version should be of your and your partners' work.

Senate Bill 11

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more

information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes. In accordance with the law, MSU provides students with documented disabilities with academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

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 Flipgrid 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)
- 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.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D 2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

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

<https://msutexas.edu/registrar/calendars.php>

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide

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

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. 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.

References/Scientifically-Based Research/ Additional Reading:

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- Hodge, S. R., Lieberman, L. J., & Murata, N. M. (2017). *Essentials of teaching adapted physical education: Diversity, culture, and inclusion*. Routledge.
- Block, M. E. (2016). *A teacher's guide to adapted physical education*. Paul H. Brookes Publishing
- Silliman-French, L & Boswell, 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.
- Clarke, H. H., & Clarke, D. H. (1978). *Developmental and adapted physical education*.
- Jones, J. (1976). *Acorn people*. New York, NY; Random House.

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.

(b) 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.

(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.

TEXS 116.14 2nd grade

(a) 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.

(b) 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:

TEKS 116.15 3rd grade

(a) 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.

(b) 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; and

116.16 4th grade

(a) 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 guide 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.

(b) 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

(a) 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 guide 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.

(b) 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 re

TEKS 116.25 Middle School TEKS

(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.

(b) 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.

(a) General requirements. Students shall be awarded one credit for completion of this course.

(b) 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 guide 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.

TEKS: 116.26 6th grade

(a) 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 guide 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.

(b) 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; and

TEKS 116.27 7th grade

(a) 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 guide 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.

(b) 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; and

TEKS 116. 8th grade

(a) 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 guide 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.

(b) 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 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) 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.