



Course Syllabus: Health, Fitness, and Physical Activity for Children  
Gordon T. & Ellen West College of Education  
KNES 1213 Section Y20  
Spring 2025

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller  
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appointment  
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Class Meeting Information

Monday/Wednesday 9:00 am to 9:50 am  
Bridwell Hall 209 or 108 (gym)  
In addition, modules and discussion boards will be done in D2L.

Instructor Response Policy

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

Textbook & Instructional Materials

Evans, R.R. & Sims, S.K. (2022). Health and Physical Education for Elementary Classroom Teachers: An Integrated Approach (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

You will have access to your textbook on the first day of class. Please log into your my.msutexas.edu email and look for the Brytewave email dated Monday, 1/13/25. Follow the instructions to access your title. If you have a Brytewave browser window open already, you will need to close it and log in again to Brytewave. The charge for this course has been added to your student account, which is below the publisher's website price. You have the choice to "opt out" of this special pricing and find your material on your own. If you prefer to "opt out", the instructions will be in your my.msutexas.edu email, from Follett/MSU Bookstore on the second day of class, **1/22/25**. The last day to "opt out" and find your content on your own, is **2/17/25**. If you "opt out", you lose your

course material. If you “opt out” by mistake, please contact the bookstore at the email address below and you will be “re-instated” with your course materials. For questions concerning the program or if you need assistance, please contact the Bookstore at [jenny.denning@msutexas.edu](mailto:jenny.denning@msutexas.edu).

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

#### Course Description and Overview

Examination of factors affecting children's health status and the development of a healthy, active lifestyle. Laboratory experiences will incorporate elementary games and activities into the classroom, including those associated with physical fitness and personal safety.

#### Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education and Health Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards Core Subjects EC-6 (391) Subject Exam V (905) Competency 003 and 004, and the Texas Essential Knowledge and Skills for Physical Education (116) and Health Education (115). This course provides teacher candidates with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Demonstrate a functional understanding of the standard content areas of health education. (SHAPE HE 1; 905 Competency 003; TEKS 115 A; TAC 149 1, 3)
2. Demonstrate a functional understanding of the standard content areas of physical education. (SHAPE PE 1; 905 Competency 004; TEKS 116A; TAC 149 1, 3)
3. Describe a variety of approaches to teaching the potential content areas of health education. (SHAPE HE 2; 905 Competency 003; TEKS 115 A; TAC 149 1, 3)
4. Demonstrate knowledge of and design activities that use movement to teach movement skills and patterns and reinforce academic concepts appropriate for students in grade k-6. (SHAPE PE 1, 3; 905 Competency 004; TAC 149 1, 3)
5. Identify and explain the influence of family, peers, culture, media, technology, & other factors on health behavior. (SHAPE HE 1; 905 Competency 003; TEKS 115 A)
6. Students will demonstrate the ability to access valid information, products and services. (SHAPE HE 1; 905 Competency 003; TEKS 115A)

7. Actively participate in movement activities and health teaching strategies lab.
8. Demonstrate the ability to utilize various modification techniques to allow for individualizing instructions to include all students. (SHAPE PE 3; 905 Competency 004; TAC 149 1, 3)
9. Describe why health education is a necessary component in the nation's schools. (SHAPE HE 5; 905 Competency 003; TAC 149 6)
10. Describe and plan how educators can work with other school staff members to enhance the wellness of each student. (SHAPE HE 5; 905 Competency 003; TAC 149 6)

See Appendix A for a complete list of standards/competencies. See the Course Schedule for alignment of assignments and standards.

### Student Handbook

Refer to: [Student Handbook](#)

#### Academic Misconduct Policy & Procedures

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

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism, unless properly cited, and in violation of MSU policy.

#### Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

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

Format – For All Papers: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words. Grammar will be graded as a part of any course work.

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

Table 1: Weight allocated to each assignment

Assignments	Weight
Exams (2)	30%
Entrance/Exit Slips, Reading Assignments, and Homework	30%
In Class Activities	20%
Activity Write-ups and Lesson Labs	20%
Total Weight	100%

Table 2: Range for final grade.

Grade	Range
A	90 to 100
B	80 to 89
C	70 to 79
F	Less than 70

### Exams

Two exams will be given over the course of the semester, each worth 100 points. These exams will be scheduled during the regular class time, and reviews will be provided with details about information covered. Students are provided with different types of questions they are required to answer based on readings, in-class activities, and lectures.

### Entrance/Exit Slips, Reading Assignments, and Homework

Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

### In Class Activities

During class we you will be asked to participate in different types of activities. The activities are specific to the focus of the chapters covered in the class. Follow the specific activity instructions each time as each one will be different.

### Activity Write-ups and Lesson Labs

You will complete activity write-ups for the classroom, that integrate a health topic and a movement activity. You will be able to choose for either primary(K-2) or intermediate (3-5) students (i.e. Kinder, 1st, 2nd, 3rd, 4th, or 5th). Students will share these activities with peers by teaching their activity to the class.

### Extra Credit

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

### Important Dates

Last day for term schedule changes: January 24, 2025. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 17, 2025. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 30, 2025 by 4:00 pm. Check date on [Academic Calendar](#).

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

### Desire-to-Learn (D2L)

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

### Attendance

This course is delivered as a hybrid course both in-person and through D2L. Attendance is expected at all in-person class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19. There will also be an asynchronous component to the course. Access to the MSU D2L online management system will be made available to each student. Asynchronous online instruction occurs between class meetings. Students may watch lectures, read assigned materials, inspect websites, answer and write questions, discuss readings and engage in learning activities in a virtual environment.

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 lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

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

#### Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Instructor Class Policies

##### Citation and Reference Style

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

### Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

### Plagiarism Statement

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

### Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

## College and University Policies

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### Refund and Repayment Policy

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

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational

programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

#### Campus Carry Rules/Policies

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

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

#### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in



addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 [here](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Texas Title IX Website](#).

#### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule (revised 1/29/25)

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Jan 22	Orientation and Syllabus	**All standards and Competencies	Review Syllabus Get Textbook
Fri	Jan 24	<i>Online</i> Ch. 1 Healthy Bodies, Healthy Minds	V (905) 003 and 004  SHAPE-HE 1 a, b, c, d; 5 d, f  SHAPE PE 1 a, e; 3 b, c, d	Read Ch. 1-Ch. 1 Quiz- Due 1/27
Mon	Jan 27	Ch. 1 Healthy Bodies, Healthy Minds	Same as 1/24	Why Health Assignment- Due 1/27
Wed	Jan 29	Ch. 1 Healthy Bodies, Healthy Minds	Same as 1/24	Read Ch. 2 & 3
Fri	Jan 31	<i>Online</i> Ch. 2 Contextual Considerations of the Learner Ch. 3 A Coordinated Approach to Healthier Students'	V (905) 003 F, L, O and 004  SHAPE-HE 1 and 2	Read Ch. 3-Ch. 3 Quiz- Due 2/3
Mon	Feb 3	Ch. 2 Contextual Considerations of the Learner	Same as 1/31	N/A
Wed	Feb 5	Ch. 3 A Coordinated Approach to Healthier Students'	V (905) 003 and 004  SHAPE-HE 1, 2, 5  SHAPE PE 1 a, e; 3 b, c, d	WSCC Assignment- Due 2/10
Fri	Feb 7	<i>Online</i> Work on Ch. 3 WSCC	Same as 2/5	WSCC Assignment- Due 2/10
Mon	Feb 10	Ch. 3 A Coordinated Approach to Healthier Students'	Same as 2/5	N/A
Wed	Feb 12	Ch. 3 A Coordinated Approach to Healthier Students'	Same as 2/5	N/A
Fri	Feb 14	<i>Online</i> Ch. 4 Health Education	V (905) 003  SHAPE-HE 1, 2	Read Ch. 4- Ch. 4 Quiz- Due 2/17
Mon	Feb 17	<i>Online</i> Ch. 4 Controversial Topic Strat. Ch. 6 Creating a Healthy Classroom <i>Miller at TAFE Conference</i>	Same as 2/14 and 2/19	Controversial Topic Strategies Assignment- Due 2/21 Read Ch. 6- Ch. 6 Quiz- Due 2/21

## Course Schedule Continued

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Feb 19	<i>Online</i> Ch. 6 Creating a Healthy Classroom <i>Miller at TAFE Conference</i>	V (905) 003 A, B, D, E, H, J, K, P  SHAPE-HE 1, 2, 5	Personal Health Discussion Board- Due 2/24
Fri	Feb 21	<i>Online</i> Ch. 6 Creating a Healthy Classroom	Same as 2/19	Mini Research Presentations on Diseases- Due 2/26
Mon	Feb 24	Ch. 4 Health Education	V (905) 003  SHAPE-HE 1, 2	N/A
Wed	Feb 26	Ch. 6 Creating a Healthy Classroom	Same as 2/19	N/A
Fri	Feb 28	<i>Online</i> Ch. 8 Integrating Health Education Into the Classroom Working on Health Activity Write-Up	V (905) 003; SHAPE-HE 1, 2, 5; TEKS 115	Read Ch. 8- Ch. 8 Quiz- Due 3/3 Activity Write-up for Health- Due 3/7
Mon	Mar 3	Ch. 8 Integrating Health Education Into the Classroom	Same as 2/28	Activity Write-up for Health- Due 3/7
Wed	Mar 5	Ch. 8 Integrating Health Education Into the Classroom	Same as 2/28	Mindfulness Activity- Due 3/5
Fri	Mar 7	<i>Online</i> Midterm Exam	V (905) 003  SHAPE-HE 1, 2, 5	Midterm Exam- Due 3/7
Mon	Mar 10	<i>No Classes- Spring Break</i>	N/A	N/A
Wed	Mar 12	<i>No Classes- Spring Break</i>	N/A	N/A
Fri	Mar 14	<i>No Classes- Spring Break</i>	N/A	N/A
Mon	Mar 17	Lesson Lab- Health	V (905) 003; SHAPE-HE 1, 2; TEKS 115	N/A
Wed	Mar 19	Lesson Lab- Health	Same as 3/17	N/A
Fri	Mar 21	<i>Online</i> Modifications in PE	V (905) 003 and 004; SHAPE-HE 1 a, b, c, d; 5 d, f; SHAPE PE 1 a, e; 3 b, c, d	Modifications in PE- Due 3/24
Mon	Mar 24	Lesson Lab- Health	Same as 3/17	N/A
Wed	Mar 26	Lesson Lab- Health	Same as 3/17	N/A
Fri	Mar 28	<i>Online</i> Ch. 5 Physical Education	V (905) 004  SHAPE PE 1 f	Read Ch. 5- Ch. 5 Quiz- Due 3/31
Mon	Mar 31	Ch. 5 Physical Education	V (905) 004  SHAPE PE 1 a, e; 3 b, c, d	Appropriate Practices PE- Due 3/31
Wed	Apr 2	Ch. 5 Physical Education	Same as 3/28	Concept Maps- Due 4/2

## Course Schedule Continued

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Fri	Apr 4	<i>Online</i> Ch. 7 Creating an Active Classroom	Same as 4/7	Safety Risks and Management Issues- Due 4/7
Mon	Apr 7	Ch. 7 Creating an Active Classroom	V (905) 004 SHAPE PE 1	Playground Safety Assessment- Due 4/7
Wed	Apr 9	Ch. 7 Creating an Active Classroom	Same as 4/7	Research Brief Discussion Board- Due 4/11 and 4/14
Fri	Apr 11	<i>Online</i> Ch. 9 Working on Physical Education Activity Write-Up	V (905) 004 SHAPE PE 3 c, d TEKS 116	Read Ch. 9- Ch. 9 Quiz- Due 4/14 Activity Write-up for PE- Due 4/25
Mon	Apr 14	Ch. 9 Integrating Physical Education Into the Classroom	V (905) 004; SHAPE PE 1, 3; TEKS 116	N/A
Wed	Apr 16	Ch. 9 Integrating Physical Education Into the Classroom	Same as 4/14	Read Ch. 10- Ch. 10 Quiz- Due 4/21
Fri	Apr 18	<i>No Classes- Holiday Break</i>	N/A	N/A
Mon	Apr 21	Ch. 10 Advocating for a Healthy, Active School	V (905) 003 and 004  SHAPE-HE 1 a, b, c, d; 5 d, f  SHAPE PE 1 a, e; 3 b, c, d	Advocacy Assignment- Due 4/23
Wed	Apr 23	Ch. 10 Advocating for a Healthy, Active School	Same as 4/21	N/A
Fri	Apr 25	<i>Online</i> Working on Physical Education Activity Write-Up	V (905) 004; SHAPE PE 1, 3; TEKS 116	Activity Write-up for PE- Due 4/25
Mon	Apr 28	Lesson Lab- Physical Education	V (905) 004; SHAPE PE 1, 3; TEKS 116	N/A
Wed	Apr 30	Lesson Lab- Physical Education	Same as 4/28	N/A
Mon	May 5	Lesson Lab- Physical Education	Same as 4/28	N/A
Wed	May 7	Lesson Lab- Physical Education	Same as 4/28	N/A
Fri	May 9	<i>Online</i> Review for Final Exam on D2L	V (905) 004; SHAPE PE 1, 3	Review for Final Exam on D2L
Mon	May 12	Final Exam in Class 8:00 am-10:00 am	V (905) 004; SHAPE PE 1, 3	N/A

## References/Scientifically-Based Research/Additional Readings

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

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

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

<http://www.pelinks4u.org/archives/interdisciplinary/070107.htm>

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

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

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

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

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

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

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

[https://www.shapeamerica.org/uploads/pdfs/2018/accreditation/HETE-Standards\\_2018d.pdf](https://www.shapeamerica.org/uploads/pdfs/2018/accreditation/HETE-Standards_2018d.pdf)

<https://www.supportrealteachers.org/how-to-make-physical-education-cross-disciplinary.html>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, [Chapter 149: Subchapter AA Teacher Standards](#) (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: [Chapter 116: Physical Education](#) (see D2L for full list)

## Appendix A: Teacher Educator Standards/Competencies

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

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

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

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

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

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

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

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

Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

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

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

- 3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.

- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

## Texas Examinations of Educator Standards

Physical Education EC-12

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

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

A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the life span.

B. Demonstrates knowledge of major areas in health instruction, including body systems and development (e.g., structures and functions of various body systems, relationships among body systems, five senses); illness and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention); nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet); stress (e.g., effects of stress, stress reduction techniques); and fitness (e.g., components of fitness, methods for improving fitness, posture).

C. Knows and understands stages of human growth and development, including physical and emotional changes that occur during adolescence.

D. Understands substance use and abuse, including types and characteristics of tobacco, alcohol, other drugs and herbal supplements.

E. Understands types of violence and abuse, including causes and effects of violence and abuse and ways to prevent and seek help in dealing with violence and abuse.

G. Applies critical-thinking, goal-setting, problem-solving and decision-making skills in health-related contexts (e.g., eating habits, drug use, abstinence) and understands the use of refusal skills and conflict resolution to avoid unsafe situations (e.g., bullying, violence, abuse).

H. Knows and understands strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect, anxiety, grief).

J. Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).

K. Understands health care responses to threats to safety, internal injury, early detection and warning signs of illness.

L. Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).

M. Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual (e.g., idealized body images, unhealthy weight-loss plans), family and community health.



- N. Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.
- O. Selects and uses instructional strategies, materials and activities to help students understand the roles of health care professionals, the benefits of health maintenance activities and the skills for becoming health-conscious consumers.
- P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.

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

- A. Applies key principles and concepts in physical education and physical activity (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) for the promotion of health and fitness.
- B. Knows and helps students understand the benefits of an active lifestyle.
- C. Understands appropriate methods, including technological methods, for evaluating, monitoring and improving fitness levels.
- D. Applies knowledge of movement principles and concepts to develop students' motor skills including understanding key elements of mature movement patterns (e.g., throwing, jumping, catching) and various manipulative skills (e.g., volley, dribble, punt, strike).
- E. Selects and uses developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotory, body control, manipulative and rhythmic skills.
- F. Modifies instruction based on students' individual differences in growth and development.
- J. Designs, manages and adapts physical education activities to promote positive interactions and active engagement by all students.
- K. Understands areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning.
- L. Applies knowledge of physical education content and curriculum based on the

WCOE Standards: The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements.

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block, and Clinical Teaching in the following areas. The following InTASC standards are addressed in this course.

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.
- Standard 2- Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.
- Standard 3- Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.
- Standard 6- Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard 9- Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.