



Course Syllabus: Motor Skills Acquisition and Analysis
Gordon T. & Ellen West College of Education
KNES 2023 Section 101
Fall 2022

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller

Office: Bridwell Hall 323

Office hours: (In-person) Tues 1:00-3:00, Wed 11:00-1:00, Thurs 10:00-11:00, and Fri by appointment

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Class Meeting Information

Tuesday/Thursday 11:00-12:20

Dillard Building 338

In addition, modules and discussion boards will be done in D2L.

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 Course Materials

Haibach, P.S., Reid, G., & Collier, D.H. (2018). Motor Learning and Development (2nd ed.). Champaign, IL: Human Kinetics

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

Course Description

Developmental characteristics and biomechanical analysis of motor skills from initial fundamental motor patterns to application in physical activity and sport.

Course Overview

This semester, we will focus on theories of motor development, the developmental sequences of a variety of fundamental motor skills, and the theories of motor learning. We will focus on the structuring the learning environment, developmentally appropriate activities, individualization of instruction, designing instruction, practice sessions, feedback and the assessment of motor skills.

Course Objectives/Learning Outcomes

Specific learning objectives for the course derive from the SHAPE Standards for Secondary Physical Education, and the Texas SBEC standards. This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Demonstrate knowledge of the developmental process throughout the lifespan. (SHAPE 1.e; SBEC IV)
- Discuss the interaction of cognitive, social, and psychosocial constraints and motor development and learning. (SHAPE 1.d, 1.e; SBEC IV)
- Discern the components of fundamental movement patterns. (SHAPE 1.a, 1.b, 1.e; SBEC I, VI; see TEKS list in appendix B)
- Demonstrate and apply knowledge of fundamental motor skills in designing appropriate learning experiences for students. (SHAPE 1.a-1.e, 3.b; SBEC VI; see TEKS list in appendix B)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.b; SBEC III, V, VI)
- Demonstrate knowledge of various ways of monitoring student progress. (SHAPE 4.e; SBEC VII)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners. (SHAPE 1.a, 1.b, 3.d; SBEC V, VI)
- Demonstrate knowledge of appropriate motor performance assessments. (SHAPE 5.a; SBEC VII)

Assignment Overview and Grading Criteria

Due dates will be shared in D2L or in class. Any assignment can be submitted before the due date. Late assignments will have a minimum automatic 25% point deduction for each day late. Do not wait until the last minute on any of your work!!

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!

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

Grades for each assignment will be posted in the D2L course grade book.

Table 1: Weight allocated to each assignment

Assignments	Points
Exams (3)	60%
Entrance/Exit Slips, Reading Assignments, and Homework	10%
Lab Write-ups	10%
Developmentally Appropriate Activities Project	20%
Total Points	100%

Table 2: Total points for final grade.

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

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.

Three 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.

Lab write-ups are performance-based assessments that will be submitted following lab activities done in class. Students will be given lab sheets to complete with follow-up questions to answer after the lab is completed. Lab topics covered include: interference in reaction time tasks, stages of skill acquisition, performance curves, reaching and grasping, and constant and variable practice.

Developmentally Appropriate Activities Project: In this performance-based assessment students are partnered and must plan a developmentally appropriate activity for a described group of students. Those activities are then presented/taught to the class. Students must do a write-up of the activity for submission.

Course Delivery Method and Attendance Policy

This course is delivered via face-to-face at the university campus and online through D2L. Access to the MSU D2L online management system will be made available to each student. 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.

Attendance is expected at all 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.

A tentative course schedule has been posted on D2L. All course content, assignments, and due dates have been outlined.

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.

Scientifically-Based Research and References

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:

Altunsoz, I.H., & Goodway, J.D. (2016). SKIPPING to motor competence: The influence of project successful kinesthetic instruction for preschoolers on motor competence of disadvantaged preschoolers. *Physical Education & Sport Pedagogy*, 21(4), 366-385.

Douvis, S.J. (2005). Variable practice in learning the forehand drive in tennis. *Perceptual Motor Skills*, 101. 531-545.

NASPE. (2011). P.E. metrics: Assessing national standards 1-6 in elementary school. Reston, VA: Author.

Potdevin, F., Vors, O., Huchez, A., Lamour, M., Davids, K., & Schnitzler, C. (2018). How can video feedback be used in physical education to support novice learning in gymnastics? Effects on motor learning, self-assessment and motivation. *Physical Education & Sport Pedagogy*, 23(6), 559-574.

Renshaw, I., Moy, B., & Cook, M. (2015). A constraint-led approach for P.E. teachers. *Active + Healthy Magazine*. 22(2), 15-17.

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>

ThePhysicalEducator.com. (2017). Breaking down the teaching games for understanding model. <https://thephysicaleducator.com/2012/06/29/teaching-games-understanding-model/>

Student Handbook

Refer to: [Student Handbook 2022-2023](#)

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](#).

Campus Carry Rules/Policies

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 for [Campus Carry](#).

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."](#)

Campus Carry Rules/Policies

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 for [Campus Carry](#).

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](#).

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.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments 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 may result in points deducted from your final course grade.

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.

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.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” [Student Handbook 2018-19](#)

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

Course Schedule

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Aug 23	Orientation and Syllabus		Read Ch. 1
Thurs	Aug 25	Ch. 1 Perspectives in Motor Behavior	SHAPE 1.d, 1.e; S IV, VI; C1, 10	
Tues	Aug 30	Ch. 1 Perspectives in Motor Behavior		Nearpod Activities
Thurs	Sep 1	Ch. 1 Perspectives in Motor Behavior		Read Ch. 2
Tues	Sep 6	Ch. 2 Understanding Motor Control	SHAPE 1.d; S IV; C1, 2,10	
Thurs	Sep 8	Ch. 2 Understanding Motor Control		Ch. 2 Lab- Interference Read Ch. 3
Tues	Sep 13	Ch. 3 Theoretical Constructs in Motor Behavior	SHAPE 1.d, 1.e; S I, IV; C1	Renshaw Article
Thurs	Sep 15	Ch. 3 Theoretical Constructs in Motor Behavior		Read Ch. 4
Tues	Sep 20	Ch. 4 Stages of Skill Acquisition	SHAPE 1.d, 1.e, 4.e; S I, IV, VII; C1, 2, 3, 5, 10; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	
Thurs	Sep 22	Ch. 4 Stages of Skill Acquisition		Ch. 4 Lab- Stages Exam Review
Tues	Sep 27	Review Day for Exam 1		See D2L for review.
Thurs	Sep 29	Part 1 Exam- Ch. 1-4	SHAPE 1.d, 1.e, 4.e; S I, IV, VI, VII; C1, 2, 3, 10	Read Ch. 5
Tues	Oct 4	Ch. 5 Assessing Motor Learning	SHAPE 1.e, 4.e, 5.a; S I, IV, VII; C 1, 10	Altunsoz Article
Thurs	Oct 6	Ch. 5 Assessing Motor Learning		Ch. 5 Lab- Performance Curves Read Ch. 6 & 7
Tues	Oct 11	Ch. 6 & 7 Motor Development & Fundamental Skills	SHAPE 1.a, 1.b, 1.e, 4.b, 4.e, 5.a; SBEC I, IV, VII; C 1, 2, 10; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Dissection of Locomotor Skills Assign.
Thurs	Oct 13	Ch. 6 & 7 Motor Development & Fundamental Skills		Ch. 6 Lab- Reaching & Grasping Read Ch. 9
Tues	Oct 18	Ch. 9 Physical Development	SHAPE 1.c, 1.e, 1.d; S I, IV; C 1, 6, 10	Read Ch. 11 & 12 Jigsaw Lesson- Ch. 11 & 12
Thurs	Oct 20	Ch. 11 & 12 Cognitive, Psychosocial, and Social-Affective Development	SHAPE 1.d, 1.e; SBEC III, IV; C 1	
Tues	Oct 25	Ch. 11 & 12 Cognitive, Psychosocial, and Social-Affective Development		Exam Review
Thurs	Oct 27	Part II Exam- Ch 5, 6, 7, 9, 11, and 12	SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 4.e, 4.e, 5.a; S I, III, IV, VII; C 1,2,10	Read Ch. 14
Tues	Nov 1	Ch. 14 Physical, Affective, and Instructional Factors	SHAPE 1.d, 1.e, 1.d, 3.b; S I, III, IV, V, VI; C 1, 2, 4, 5, 10, 12, 13	The Physical Educator.com Read Ch. 15
Thurs	Nov 3	Ch. 15 Pre-practice Considerations (online)	SHAPE 4.b; S VI; C 4, 5, 10, 12	Read Ch 16
Tues	Nov 8	Catch Up Day (Ch. 14 and 15)		
Thurs	Nov 10	Ch. 16 Practice	SHAPE 1.d; S I, VI, C2, 4, 10	Douvis Article

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Nov 15	Ch. 16 Practice		
Thurs	Nov 17	Ch. 16 Practice		Ch. 16 Lab- Constant vs. Variable Practice Read Ch. 17
Tues	Nov 22	Developmentally Appropriate Activities- Group Time	SHAPE 1.a, 1.b, 1.e, 3.b, 3.d; SBEC V, VI; C 7, 8, 10, 11; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Developmentally Appropriate Activity (DAP) Assignment
Thurs	Nov 24	<i>Thanksgiving Break-No Class</i>		
Tues	Nov 29	Ch. 17 Feedback	SHAPE 4.e; S I,VI; C 1, 2, 10, 11	Potdevin Et al. Article
Thurs	Dec 1	Ch. 17 Feedback (online) DAP Due		Ch. 17 Lab- Knowledge of Results
Finals Week	Tues Dec 6	Final Exam 1:00-3:00 pm Part IV- Ch 14-17	SHAPE 1.a, 1.b, 1.d, 1.e, 3.b, 3.d 4.b, 4.e; S I, III, IV, V, VI; C 1, 2, 10, 11	

Appendix A: Standards/Competencies

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

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

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 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 long-term plan objectives and that addresses the diverse needs of all students.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

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, technology, and instructional and managerial skills to enhance student learning.

- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

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.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.

Texas Examinations of Educator Standards
Physical Education EC-12

- Physical Education EC–12 Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- 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.
- Physical Education EC–12 Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.
- Physical Education EC–12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Physical Education EC–12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Physical Education EC–12 Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts.

Texas Examinations of Educator Competencies
Physical Education EC-12

- Competency 001: The teacher understands and applies principles of motor development and motor learning.
- Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
- Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- 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).

Appendix B: Physical Education State Standards (TEKS)

§116.12. Physical Education, Kindergarten, Adopted 2020.

(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 form and maintain balance while hopping, galloping, running, sliding, skipping, and walking;
- (B) practice correct technique while jumping in place, forward and backward, and side to side;
- (C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two 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 while bearing weight using different bases of support; and
- (B) practice bending, stretching, twisting, and curling 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) self-toss an object and throw underhand with opposite foot forward;
- (B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground;
- (C) practice dribbling with one hand;
- (D) tap a ball using the inside of the foot;
- (E) kick a stationary ball from a stationary position;
- (F) volley a lightweight object to self;
- (G) strike a lightweight object using hand or short-handled implement;
- (H) jump at least once with a self-turned rope; and
- (I) demonstrate swinging a long rope back and forth with a partner.

(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) differentiate between personal and general space while moving to simple rhythms and maintaining balance;
- (B) demonstrate a variety of pathways, shapes, and levels while maintaining balance; and
- (C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance.

(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.

§116.13. Physical Education, Grade 1, Adopted 2020.

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;
 - (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.

§116.14. Physical Education, Grade 2, Adopted 2020.

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.

§116.15. Physical Education, Grade 3, Adopted 2020.

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.

§116.16. Physical Education, Grade 4, Adopted 2020.

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.

§116.17. Physical Education, Grade 5, Adopted 2020.

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.

§116.26. Physical Education, Grade 6, Adopted 2020.

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;
 - (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.

§116.27. Physical Education, Grade 7, Adopted 2020.

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.

§116.28. Physical Education, Grade 8, Adopted 2020.

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.