



Course Syllabus: Techniques & Strategies of Individual & Dual Sports
Gordon T. & Ellen West College of Education
KNES 2413 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 8:00-9:20 am
Bridwell Hall 108

In addition, some online modules will be done in McGraw Hill Connect and 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

Lochbaum, M. (2020). *Connect Get Active w/Access* (3rd ed.). New York, NY: McGraw-Hill Companies.

Required digital materials for this course are part of the Courseware Access and Affordability Program at MSU Texas. Students are charged for required course materials on their student account with the Business Office (Electronic Courseware \$29.40 and Tax \$2.43). More information about the cost and accessing the materials can be found on D2L under "First Day Stuff". Any students who wish to opt-out of the Program and purchase the required course materials on their own must do so prior to 09/06/22. Please contact the MSU Bookstore if you have any questions about the opt-out process.

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

Course Description

An introduction to selected individual/dual sport skill themes. An emphasis on rules, skills, strategies, and progressions. This course is intended to prepare future professionals to apply scientifically sound principles to individual/dual sport programs.

Course Objectives/Learning Outcomes

Specific learning objectives for the course derive from the Pedagogy and Professional Responsibilities Standards (EC-Grade 12), the SHAPE Standards for Secondary Physical Education, the Texas SBEC and Physical Education EC-12 Standards, and the Texas Essential Knowledge and Skills for Physical Education (116A,B,C). 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:

- Identify developmentally appropriate fundamental skills of individual/dual sports appropriate for fitness across the lifespan. (SHAPE 1.a, 1.b; SBEC I; InTASC 4, 5; see TEKS list in appendix B)
- Demonstrate a level of skill competence needed for engaging in and teaching a variety of individual/dual sports. (SHAPE 2.a; SBEC I, VI; InTASC 4, 5)
- Identify relevant information related to individual/dual sports such as equipment, etiquette, safety, etc. (SHAPE 3.c, SBEC VI; InTASC 4, 5; see TEKS list in appendix B)
- Demonstrate and apply knowledge in planning lessons and designing appropriate learning experiences for participants. (SHAPE 3.a, 3.b; SBEC IV; InTASC 2)
- Demonstrate proficiency in the selection and effective use of verbal and non-verbal cues in the individual/dual sport setting, including anticipatory, motivational, safety, and education. (SHAPE 4.a, 4.b; SBEC VI)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners and persons of various ability levels. (SHAPE 1.d, 1.e, 3.d; SBEC III, V; InTASC 2, 5)
- Demonstrate the ability to create a positive community that encourages learners/participants of all abilities to participate in physical activity (motivation, self-respect). (SHAPE 3.d,4.d SBEC III; InTASC 2, 5)
- Demonstrate the ability to teach the components of a practice session (including warm-up, drills, games, lead-up games, cool down). (SHAPE 1.a, 1.b, 3.b; SBEC VI)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.c; SBEC VI)
- Demonstrate the ability to recognize proper and improper technique in individual/dual sports skills (SHAPE 4.e, SBEC VII; see TEKS list in appendix B)

- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.d; SBEC III; see TEKS list in appendix B)

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

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!!

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 through "news items", comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

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

Table 1: Weight allocated to each assignment

Assignments	Weight
Comprehensive Final Exam	20%
Connect Assignments/Homework	10%
Entrance-Exit Slips/Quizzes	10%
Class Engagement and Participation (10 pts/day)	20%
Activity Lesson and Presentation	10%
Bucket of Skills (3 @ 25 pts)	20%
Skills Assessments	10%
Total	100%

Table 2: Total points for final grade.

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

Connect Assignments/Homework- Prior to some class meetings you will have online assignments related to the current sport to complete through both McGraw Hill Connect and D2L. Dates are outlined below in the class schedule.

Exit/Entrance/Quizzes- These assignments are to check students understanding of knowledge on each of the sports covered and will take place at the beginning or ending of class. These are not always scheduled and students should always be prepared by checking D2L for homework each week.

Engagement & Participation-This counts as 20% of your final grade. It is NOT the same as attendance. It includes physical participation, intelligent statements and sincere questions, and clear preparation for class, including dressing out appropriately.

Dress Code:

- * All students are required to dress out for every class, unless otherwise notified.
- * Shorts of proper length and *proper* shoes are of your choice (no flip-flops, boots, or sandal type shoes).

Lesson Plan/Implementation- Using a provided template, you will write a lesson plan for an individual/dual sport skill and teach it to the class on your assigned day. All plans will be due November 8th to the D2L dropbox. You will sign up for teaching dates during class.

Bucket of Skills- this is a practical exam to test your knowledge and ability to perform the skills taught in this course. You will be given a list of skills to prepare for the 3 dates listed in the schedule below.

Skills Testing- Skills tests will be administered to evaluate students' skill acquisition for those skills taught and practiced in class.

Comprehensive Final Exam- The written exam counts as 100 points of your final grade. You will have 2 hours to complete the exam during our scheduled final exam time in December- see course schedule.

Course Delivery Method and Attendance Policy

This course is delivered via face-to-face at the university campus and online through D2L and McGraw Hill Connect. 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. The attendance policy will credit physical classroom presence and online attendance equally.

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:

Insook, K. (2017). Teaching badminton through play practice in physical education. *JOPERD*, 88 (8), 7-14.

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

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>

The First Tee. (2020). Teachers Tee Box. <https://firsttee.org/teachers-tee-box/>

USA Pickleball. (2020). What is Pickleball? <https://usapickleball.org/what-is-pickleball/learning-to-play/>

United States Bowling Congress. (n.d.) Bowler's Ed Materials. [https://www.bowl.com/Bowlers Ed/Bowlers Ed Home/Bowler s Ed Materials/](https://www.bowl.com/Bowlers%20Ed/Bowlers%20Ed%20Home/Bowler%20s%20Ed%20Materials/)

USTA Texas. (n.d.). Tennis in Schools. <https://www.usta.com/en/home/organize/creating-play-opportunities/national/tennis-in-schools.html>

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 individual's 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.](#)"

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 2022-2023](#)

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/ TeXes Standards	Activities/Assignments and Resources
Tues	Aug 23	Orientation and Syllabus		<ul style="list-style-type: none"> Get Connect Text Online Complete the Sport Knowledge Rating Sheet
Thurs	Aug 25	Fundamental Skills Golf	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.14 & 15.b 3/G, 11/A; 116.16 & 17.b 3/A, G, 11/A; 116.26, 27, 28.b 3/G, 4/B, 6/A, 11/A; 116.64.c 1/A, 2/A,B,C,D,F, 3/B; InTasc 4, 5	<ul style="list-style-type: none"> The First Tee- Teachers Tee Box Connect Ch. 12- Due 8/30 Golf Skills Sheet- See D2L
Tues	Aug 30	Fundamental Skills Golf		
Thurs	Sep 1	Fundamental Skills Golf		<ul style="list-style-type: none"> Review Rules in Ch. 12
Tues	Sep 6	Golf- Game Play & Skills Testing	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI, SVII; C1, 4, 10; 116.14 & 15.b 3/G, 11/A; 116.16 & 17.b 3/A, G, 11/A; 116.26, 27, 28.b 3/G, 4/B, 6/A, C, 11/A; 116.64.c 1/A, 2/A,B,C,D,E, F, 3/B, 4A; InTasc 4, 5	
Thurs	Sep 8	Golf- Game Play & Skills Testing		<ul style="list-style-type: none"> Connect Ch. 19- Due 9/15 Pickleball Skills Sheet- See D2L USA Pickleball
Tues	Sep 13	Fundamental Skills Pickleball	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	
Thurs	Sep 15	Fundamental Skills Pickleball		<ul style="list-style-type: none"> Review Rules in Ch. 19
Tues	Sep 20	Pickleball- Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	
Thurs	Sep 22	Pickleball- Game Play		<ul style="list-style-type: none"> Prepare for Bucket of Skills-see D2L
Tues	Sep 27	Bucket of Skills	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C4, 10; Intasc 2, 4	<ul style="list-style-type: none"> Connect Ch. 18- Due 9/29 Badminton Skills Sheet- See D2L Insook Article
Thurs	Sep 29	Fundamental Skills Badminton	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	
Tues	Oct 4	Fundamental Skills Badminton		<ul style="list-style-type: none"> Review Rules in Ch. 18

Day	Date	Content	SHAPE/SBEC/TEA/ TeXes Standards	Activities/Assignments and Resources
Thurs	Oct 6	Badminton- Game Play & Pre-skills testing	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	
Tues	Oct 11	Badminton- Game Play & Pre-skills testing		<ul style="list-style-type: none"> Connect Ch. 14- due 10/13 USTA Texas
Thurs	Oct 13	Fundamental Skills Tennis	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	
Tues	Oct 18	Fundamental Skills Tennis		<ul style="list-style-type: none"> Review Rules in Ch. 14
Thurs	Oct 20	Tennis- Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	
Tues	Oct 25	Tennis- Game Play		<ul style="list-style-type: none"> Prepare for Bucket of Skills-see D2L
Thurs	Oct 27	Bucket of Skills	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C4, 10; InTasc 2, 4	
Tues	Nov 1	Striking Skills Testing	SHAPE 4.e; S VII; C1; InTasc 4, 5	
Thurs	Nov 3	Lesson Planning for Drills/Activities	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b,4.c, 4.d, 4.e; S I, III, VI, V, VI; C 1, 2, 3, 4, 10; InTasc 2, 4, 5	<ul style="list-style-type: none"> Lesson Plans due to D2L- 11/8
Tues	Nov 8	Striking Skills Testing		
Thurs	Nov 10	Present Drills/Activities	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b,4.c, 4.d, 4.e; S I, III, VI, V, VI; C 1, 2, 3, 4, 10; InTasc 2, 4, 5	
Tues	Nov 15	Present Drills/Activities		
Thurs	Nov 17	Present Drills/Activities		<ul style="list-style-type: none"> Connect Ch. 20 Bowler'sEd
Tues	Nov 22	Fundamentals Bowling & Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13.b 3/A, 6/B,C; 116.14.b 3/A, 4/A, 6/B,C, 11/A; 116.16, 17.b 3/A, 4/B,C, 6/A,B,C, 11/A; 116.26, 27.b 2/B, 4/A, B, 6/A, B, C, 11/A; 116.28.b 2/B, 3/A, 4/A, B, 6/A, B, C, 11/A; 116.64.c 1/A, 2/A,B,C,D,E,F, 4/A; InTasc 4, 5	
Thurs	Nov 24	<i>Thanksgiving Break-No Class</i>		
Tues	Nov 29	Present Drills/Activities		
Thurs	Dec 1	Bowling Game Play	Same as 11/22	<ul style="list-style-type: none"> Prepare for Bucket of Skills-see D2L See D2L for Final Review and Exam Info.
Finals Week	Dec 8	Comprehensive Final Exam; Bucket of Skills in-person 8:00-10:00 am in BH 108	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C4, 10; InTasc 2, 4, 5	

Appendix A: Standards/Competencies

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

Standard 1. Content and Foundational Knowledge Physical education candidates¹ 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.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 2. Skillfulness and Health-Related Fitness² Physical education candidates are physically literate individuals who can demonstrate skillful performance³ in physical education content areas and health-enhancing levels of fitness.

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

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.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 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.

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.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 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.

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.

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 004: The teacher understands and applies knowledge of individual, dual and team sports and activities.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

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 4- Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.
- Standard 5- Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.

Appendix B: Physical Education State Standards (TEKS)

§116.12. Physical Education, Kindergarten, Adopted 2020.

b. Knowledge and skills.

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;

G. strike a lightweight object using hand or short-handled implement;

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

B. practice the correct techniques for motor development skills following teacher direction; and

C. demonstrate safe practices by following rules, procedures, and directions during class and activities.

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

b. Knowledge and skills.

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;

G. strike an object using a short-handled implement, projecting the object upward;

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

A. apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;

B. identify and follow teacher instructions to improve performance for specific motor development skills; and

C. demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.

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

b. Knowledge and skills.

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;

G. strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively;

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;

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall,

fielding, striking, and cooperative games. The student is expected to:

B. participate in appropriate drills and activities to enhance the learning of specific motor development skills; and

C. demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.

11. Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

A. explain how proper attire and safety equipment promote safe participation and prevent injury in a variety of physical activities; and

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

3. Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

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;

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

B. demonstrate specific movement skills to improve performance in designated dynamic activities; and

C. explain and follow rules, procedures, and safe practices during games and activities.

11. Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

A. select proper attire and safety equipment that promote safe participation and prevent injury in a variety of physical activities; and

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

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;

G. demonstrate correct technique when striking an object with a hand or short- or long-handled implement 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:

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.

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

A. explain fundamental components and strategies of dynamic activities and lead-up games;

B. practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group; and

C. exhibit appropriate sporting behavior during independent games and activities.

11. Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

A. work independently to select proper attire and safety equipment that promote safe

participation and prevent injury in dynamic activities and lead-up games; and

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

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;

G. demonstrate correct technique when striking an object with a hand or short- or long-handled implement in dynamic activities and lead-up games;

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:

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.

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

A. identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games;

B. demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group; and

C. engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue.

11. Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

A. describe and select proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities and games; and

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

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:

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:

G. demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and

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

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- A. demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games;
- B. demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and
- C. demonstrate appropriate sporting behavior with teammates, opponents, and officials.

11. Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- A. perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and

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

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:

- G. apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports; and

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.

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- A. apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
- B. apply combinations or sequences of game skills to achieve individual or team goals; and
- C. demonstrate self-responsibility and appropriate sporting behavior in game situations and sports.

11. Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- A. perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and

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

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:

- 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;
- G. perform, without cue, key elements in striking during game situations and sports; and

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.

6. Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- A. perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
- B. perform, without cue, combinations or sequences of game skills to achieve individual or team goals; and
- C. follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue.

11. Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- A. perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and

§116.64. Skill-Based Lifetime Activities (One Credit), Adopted 2020.

1. Movement patterns and movement skills. The physically literate student applies movement skills while participating in a minimum of five lifelong activities, including one from each of the following categories: target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance. The student is expected to:

- A. exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf;
- B. exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports;

2. Performance strategies. The physically literate student applies tactics and strategies to be successful in skill-based lifetime activities. The student is expected to:

- A. perform skills and strategies consistently;
- B. modify movement during performance using appropriate internal and external feedback;
- C. describe appropriate practice procedures to improve skill and strategy in a sport;
- D. identify the critical elements for successful performance;
- E. demonstrate proper officiating techniques, including hand signals, verbal communication, and application of rules, to ensure safe participation in activities; and
- F. keep score accurately during games or activities

3. Health, physical activity, and fitness. The physically literate student applies knowledge of health and fitness principles to participation in skill-based lifetime activities. The student is expected to:

- B. apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities; and

4. Social and emotional health. The physically literate student applies principles for social and emotional health to participation in selected skill-based lifetime activities. The student is expected to:

- A. acknowledge good play from an opponent during competition;

