



Course Syllabus: Fundamentals of Secondary Physical Education  
Gordon T. & Ellen West College of Education  
KNES 4693 Section 101  
Fall 2022

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller  
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Office hours: (In-person) Tues 1:00-3:00, Wed 11:00-1:00, and Thurs 10:00-11:00, and Fri by appointment  
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Class Meeting Information

Monday/Wednesday 8:00-10:30  
Bridwell Hall 109  
Field Experience – TBD  
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

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2021). Teaching Sport Concepts and Skills. 4<sup>th</sup> 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. Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments 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.

## Course Description

Examination and application of the instructional concepts and strategies associated with planning and implementing developmentally appropriate sports, games and activities for adolescents.

## Course Overview

The purpose of this course is to further the preparation of professional educators and coaches to prepare them for student teaching and internships. This task will be accomplished through a rigorous organized program of study that will allow future professionals to organize, plan, deliver, and evaluate instruction in an efficient, productive manner. At the conclusion of this course, future professionals will have been presented with the necessary skills and knowledge base to conduct classes that meet selected criteria of the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) and Texas Standards for Pedagogy and Professional Responsibilities (TSPPR). A field component provides future professionals the opportunity to implement acquired knowledge and skills as an integral part of the course.

## 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 standards and the Texas Essential Knowledge and Skills for Middle School Physical Education (116B). 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:

- Design short- and long-term plans that are linked to program and instructional goals as well as a variety of student needs (SHAPE 3.a, SBEC IV, V, VI, X; InTASC 7; see TEKS list in appendix B)
- Develop appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards. (SHAPE 3.a; SBEC I, II, IV, V, VI; InTASC 1, 5, 7; see TEKS list in appendix B)
- Design content that is aligned with lesson objectives. (SHAPE 3.b; SBEC VI; InTASC 8; see TEKS list in appendix B)
- Plan for resources to provide active, fair, and equitable learning experiences. (SHAPE 3.c; SBEC V, VI; InTASC 2, 3, 4)
- Plan progressive and sequential instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. (SHAPE 3.d; SBEC I, IV, V, VI; InTASC 1, 2, 3)
- Demonstrate knowledge of current technology by planning learning experiences that require students to appropriately use technology to meet lesson objectives. (SHAPE 3.e; SBEC IV, VI, VII; InTASC 4)

- Demonstrate knowledge of effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences. (SHAPE 4.b; SBEC I, VI; InTASC 1)
- Demonstrate knowledge of managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. (SHAPE 4.d; SBEC VI)
- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.c; SBEC III; InTASC 1,)

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: Points allocated to each assignment

Assignments	Points
Co-teaching Practice & Reflection	20
Observations	20
Lesson Plans	63
Lesson Evaluations	114
Homework and Classroom Activities	50
Certify Teacher	30
TK20 and Documents	20
Total Points	317

Table 2: Total points for final grade.

Grade	Points
A	284
B	253 to 283
C	221 to 252
F	Less than 221

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used in this course and program to effectively monitor teacher candidates' progress.

**Co-Teaching & Reflection:** Within the first few weeks of your field experience, you will be required to use one of the co-teaching strategies during a lesson. You will reflect on the experience and how this will help you teaching during the semester.

**Co-Teaching:** West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

Observations- During the first few weeks of your field experience you will complete 2 observations to get to know more about the classroom you will be working in throughout the semester. Details for each observation will be shared on D2L.

Lesson Planning -Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal. Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Lesson Plans- Using the provided template, you will write 2 complete lesson plans that you will teach in your assigned field placement. The first lesson plan will be worth 30 points and the second lesson plan will be worth 33 points.

Lesson Evaluation- You will teach 2 complete lessons on your own in your assigned field placement. The first lesson plan will be worth 36 points and the second lesson plan will be worth 78 points.

Homework and Classroom Activities - 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.

Practice Exam- Certify Teacher (30 points): Approximately eight percent of the intern's final grade will be determined by participation/completion of the Certify Teacher practice flash cards/study mode and performance on the practice exams for All-level PE and the PPR. **Failure to complete (participate in) the Certify Teacher study mode, flash cards, and practice exams will result in a failing grade or incomplete for KNES 4693.** Students must complete the process below and are not required to pass the Certify teacher content exam to pass KNES 4693. The process is as follows: (1) Exam Mode: take practice content exams through Certify Teacher; (2) Pass: passing the exams (80% in all competencies) will require no further action and 8% of your grade will be determined by the score on the exam; Fail: failing the exam, will require students to go through the study tracker, flash card study materials, and study mode (note: exam may not be attempted again without going through the flash cards and then study mode); (3) Retake exam: Once you have completed the study tracker (total study mode and flash cards must equal at least 10 hours), you may retake the exam. After study tracker is completed retake the exam. Pass or fail, 8% of the final exam grade will be determined by your score on the final attempt. All students (pass or fail) have the option of repeating the process multiple times by reviewing the flash cards and study mode again and retaking the exam to improve their score. Retaking the exam mode over and over until a passing score is achieved will result in no credit for the course. Specific information on how to access Certify Teacher will be given in class. To be released for the actual TEXES exam requires passing the practice exam with an 80% in each domain/competency and must be completed prior to clinical teaching. I strongly encourage students to complete the WCOE testing protocols in the KNES methods courses. [WCOE TEXES Testing Policy](#)

TK20 and Documents- Time logs will be submitted through TK20 and validated by course instructor. Incomplete or missing time logs not submitted will result in an incomplete or failure for KNES 4693. Unprofessionalism or dismissal from the school site will result in a KNES 4693 failure and a fitness for the profession referral.

#### Course Delivery Method and Attendance Policy

This course is delivered via face-to-face at the university campus, and face-to-face at your assigned k-12 campus. 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.

Approximately half of the time associated with this class will be undertaken as field experience. Each student will be assigned to a mentor teacher to gain practical experience in a real classroom setting. This field experience will be integrated into class discussions and activities. Certain expectations are associated with the field experience component. Among these expectations may be included the following:

- Students will be on time for all field experiences and will remain on assignment for the duration of the allotted time. If a student is unable to be in the assigned mentor's classroom for any reason, he/she will need to make arrangements with the instructor and mentor teacher.
- Any missed time resulting from a student's absence will be made up at a time acceptable to the mentor teacher, but shall not result in missing any

course class time. And must be approved by the course instructor and arranged beforehand.

- Professional dress and appearance appropriate to the mentor's classroom will be expected at all times. No eating or drinking allowed in the classrooms.
- Students must provide their assigned teacher with a completed lesson plan well in advance of the teaching date. A copy of the lesson plan must be provided to the course instructor for any scheduled visitation. You will be docked points on the graded lesson plan if you do not have a copy at the time of the lesson.
- Students are responsible for notifying the course instructor well in advance of any dates or schedule changes when they are going to teach a lesson. This notification should include the date, time, and subject of the proposed teaching.
- In order to assure that all students have the opportunity to gain from time spent in field experiences, you are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building.
- Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Alert will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an "F" for the course. If any student participating in the block courses exhibits any unethical behavior or engages in any behavior against school regulations/policy, he or she will be dropped with an "F." You will be participating in many activities that are class and experience related. You will receive a formal notification if any such situation arises and may result in your dismissal from the course if the behavior is not modified.

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:



Chatoupis, C. (2018). Engaging students in designing movement: The divergent discovery style of teaching. *JOPERD*, 89(3), 29-33.

Colquitt, G., Pritchard, T., Johnson, C., & McCollum, S. (2017). Differentiating instruction in physical education: Personalization of learning. *JOPERD*, 88(7), 44-50. DOI: 10.1080/07303084.2017.1340205.

Ellis, K., Lieberman, L., & LeRoux, D. (2009). Using differentiated instruction in physical education. *Palaestra*, 24(4). <https://sites.aph.org/physical-education/articles/using-differentiated-instruction-in-physical-education/>

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

Parson, Monica. "Enthusiasm and Feedback: A Winning Combination!". *PE Central*. 1 Jan. 2001. Online.

<http://www.pecentral.org/climate/monicaparsonarticle.html>.

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

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

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

SHAPE America. (2017). Beginnings and endings: Engerize students from start to finish! [Webinar]. Reston, VA: Author.

supportREALteachers.org (n.d.). Home. <https://www.supportrealteachers.org/>

The PE Project. (2020). Home. <http://www.thepeproject.com/index.html>

Young, S. (2016). Writing Useful Instructional Objectives in Physical Education. *Strategies: A Journal for Physical and Sport Educators*, 29 (2), 14-19.

#### Student Handbook

Refer to: [Student Handbook 2021-2022](#)

#### 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 84<sup>th</sup> 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 on 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 2021-2022](#)

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 and InTasc Standards	Activities/Assignment
Mon	Aug 22	Orientation and Syllabus		Background Check, Child Protection Training, and Certify Teacher
Wed	Aug 24	TEKS, Objectives and Lesson Planning	SHAPE 3.a, 3.b; S IV; C 10, 12; All Middle School TEKS; InTasc 1, 2, 3, 4, 5, 7, 8	TEKS, Bloom's Taxonomy, National Grade Level Outcomes, Young Article, TTESS Activity & Unpacking TEKS Activity. Hmwk: Read Busquist Article
Mon	Aug 29	TEKS, Objectives and Lesson Planning	SHAPE 3.a, 3.b; S IV; C 10, 12; All Middle School TEKS; InTasc 1, 2, 3, 4, 5, 7, 8	TEKS, Bloom's Taxonomy, National Grade Level Outcomes, Busquist Article, Lesson Plan Review Activity Hmwk: Prep for Debate
Wed	Aug 31	Debate on Quality Secondary PE	**All standards and Competencies	
Mon	Sep 5	<i>Labor Day- No Class</i>		
Wed	Sep 7	Curriculum Approaches (Ch. 1, 2, 5); Tactical Games Explanation and Review; Co-Teaching	S I, IV, VI; C 10, 11, 12; TEKS 116.26.b 4/A,B, 6/A,B, 116.27.b 4/A,B, 6/A,B, 116.28.b 4/A,B, 6/A,B	Read Ch. 1, 2, and 5 supportREALteachers.org The PE project, WCOE Co-Teaching Model Hmwk: Prep for Observations
Mon	Sep 12	Observations in Field (TBD)	SHAPE 3.a-3.e, 4.b, 4.d, 5.c, 6.b SBEC I, II, III, IV, V, VI, VII, VIII, X Middle School TEKS	Observation Reflection Hmwk: Read Chatoupis Article and Parson Article
Wed	Sep 14	Teaching Styles; Principles of Games Teaching and Learning; Feedback	S III, IV, VI, VIII; C 1, 10, 12; InTasc 1, 2, 3, 4, 8	supportREALteachers.org Chatoupis Article, Parson Article, Instructional Approach Activity and Jigsaw Tactical Games
Mon	Sep 19	Observations in Field (TBD)	Same as 9/12	Observation Reflection
Wed	Sep 21	Introductory Activities and Anticipatory Set	S II, VI; C 6, 10, 13; 116.26b,27b,28b:11/A	Review a Lesson for lesson components Hmwk: Prepare for Co-teaching
Mon	Sep 26	Co-teaching w/Reflection: In the Field	SHAPE 2.a, 3.a-3.f, 4.a, 4.b, 6.b SBEC I, III, VI, X Middle School TEKS InTasc 1, 2, 3, 4, 5, 7, 8	Co-Teaching Reflection
Wed	Sep 28	Preparing Students for a Tactical Games Approach; Routines and Procedures (Ch 3 & 4)	S III, VI, X; C 10, 11, 13; InTasc 3	supportREALteachers.org The PE project
Mon	Oct 3	Co-teaching w/Reflection: In the Field	Same as 9/26	Co-Teaching Reflection

Day	Date	Content	SHAPE/SBEC/TEA and InTasc Standards	Activities/Assignment
Wed	Oct 5	Getting Started with Teaching Tactical Games (Ch. 4)	S I, VI; C 1, 2, 3, 4, 5, 10	CCRS Standards for Texas, Practice Reflecting
Mon	Oct 10	Teaching: In the Field	SHAPE 1.a-1.e, 2.a, 3.a- 3.f, 4.a- 4.e, 5.a- 5.c, 6.a-6.c; SBEC I, II, III, IV, V, VI, VII, VIII, IX; All Middle School TEKS; InTasc 1, 2, 3, 4, 5, 7, 8	Lesson Plans- Due 1 Week After Teaching  Lesson Implementation- Sign-up for Observations  Hmwk: Management & Discipline in PE Activity
Wed	Oct 12	Classroom Management Tactical Games Curriculum Model (Ch.5)	S III, X; C 10, 11, 13; InTasc 3	supportREALteachers.org The PE project; Management & Discipline in PE Activity Hmwk: Collier Article
Mon	Oct 17	Teaching: In the Field		
Wed	Oct 19	Assessing Student Learning Assessing Outcomes (Ch. 6)	SHAPE 6.a, 6.c; SBEC III, VII; C 10, 11, 12; InTasc 2, 3, 7	supportREALteachers.org, NASPE PE Metrics, The Pe Project Assessment Module- Grading in P.E. Position Paper
Mon	Oct 24	Teaching: In the Field		
Wed	Oct 26	Health-Related Physical Fitness- Gym Day	S II; C 6, 7, 8, 9; 116.28b:8/A; InTasc 4, 5, 8	Hmwk: Copy of Resume
Mon	Oct 31	Teaching: In the Field		
Wed	Nov 2	Career Management Center- Resume and Interviewing		Resume in Quinncia
Mon	Nov 7	Teaching: In the Field		
Wed	Nov 9	Technology for Teaching and Assessment	SHAPE 3.e; SBEC IV; C 10; All Middle School TEKS; InTasc 5, 7, 8	supportREALteachers.org, NASPE PE Metrics  Module- SAMR Model
Mon	Nov 14	Teaching: In the Field		
Wed	Nov 16	Accommodations & Differentiation	SHAPE 3.c, 3.d; SBEC III, IV, V, and VI; C 1, 2, 10; All Middle School TEKS; InTasc 1, 2, 3, 4, 5, 7, 8	Ellis et al. article, Collquitt et al. article; pcentral.com  Differentiation Module- Differentiation Strategies
Mon	Nov 21	Working on Certify Teacher and Logs		
Wed	Nov 23	<i>Thanksgiving Break-No Class</i>		
Mon	Nov 28	Games & Activities- Gym Day (Teaching in Field if needed)	S I, II; C 2, 4, 5, 7, 8; InTasc 3, 4, 5, 7, 8	
Wed	Dec 1	Safety and Liability (TAHPERD Convention in Corpus Christi)	S III, X; C 13; InTasc 3, 4, 5, 7, 8	supportREALteachers.org, pcentral.com Safety & Liability activity
Finals Week	Wed. Dec. 7	Document Checks, Uploads, Etc.		

## Appendix A: Teacher Educator Standards/Competencies

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

Standard 1. Content and Foundational Knowledge Physical education candidates<sup>1</sup> 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.
- 1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

Standard 2. Skillfulness and Health-Related Fitness<sup>2</sup> Physical education candidates are physically literate individuals who can demonstrate skillful performance<sup>3</sup> 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., measurable, 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 long-term 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.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

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.

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.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

#### 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 II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
- 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.

- Physical Education EC–12 Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.
- Physical Education EC–12 Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers and community agencies to support students' growth and well-being.
- Physical Education EC–12 Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid and risk management.

### 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 005: The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.
- Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
- Competency 007: The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
- Competency 008: The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.
- 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).
- Competency 012: The teacher understands the structure, organization, goals and purposes of physical education programs.

- Competency 013: The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

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

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.
- Standard 2- Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.
- Standard 3- Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.
- Standard 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.
- Standard 7- Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.
- Standard 8- Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.

## Appendix B: Physical Education State Standards (TEKS)

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

(a) Introduction.

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

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

- (A) perform a variety of locomotor skills and combinations during dynamic activities and games; and
  - (B) demonstrate correct jumping and landing technique during dynamic activities, game situations, and sports.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
- (A) demonstrate balance with control during dynamic activities and games; and
  - (B) demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) demonstrate correct technique when throwing to a moving target;
  - (B) demonstrate correct catching technique from different levels and trajectories with a variety of objects;
  - (C) demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control;
  - (D) demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations;
  - (E) demonstrate correct technique in kicking and punting with accuracy during dynamic activities and lead-up games;
  - (F) demonstrate correct technique in volleying to a target with control and accuracy;
  - (G) demonstrate correct technique when striking an object with speed, accuracy, force, and distance using a hand or handled implement during dynamic activities and lead-up games; and
  - (H) create and perform a jump rope routine using a variety of advanced skills.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) demonstrate the appropriate use of open space and closing space during dynamic activities, games, and sports; and
  - (B) apply speed, direction, and force with a long-handled implement during dynamic activities, games, and sports.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with intermediate steps and movement patterns.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

- (A) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games;
  - (B) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals; and
  - (C) demonstrate appropriate sporting behavior with teammates, opponents, and officials.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in self-selected, organized outdoor recreational skills, activities, and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
  - (B) describe the frequency, intensity, time, and type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities; and
  - (C) describe health-related and skill-related fitness components and their impact on personal fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) develop an individual fitness plan using personal fitness goals; and
  - (B) analyze results of fitness assessments to identify strategies for self-improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) identify macronutrients, including carbohydrates, fats, and proteins, and examine their relationship to optimal physical performance; and
  - (B) identify how environmental temperature and humidity each contribute to dehydration and heat illness.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
  - (B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) explain the importance of and accept responsibility for personal actions

- that affect self and others during game situations and sports;
  - (B) explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games; and
  - (C) apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
  - (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;
  - (B) explain and demonstrate effective communication to enhance healthy interactions while settling disagreements; and
  - (C) demonstrate empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to analyze feedback to make appropriate changes to improve performance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
  - (A) develop a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
  - (B) describe how participation in a variety of physical activities builds confidence and increases personal enjoyment.

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

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



skills in movement literacy (SHAPE America, 2014, p. 4).

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

physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.

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

(b) Knowledge and skills.

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
  - (A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
  - (B) apply correct jumping and landing technique during dynamic activities, game situations, and sports.
- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
  - (A) move between positions with controlled balance during dynamic activities, game situations, and sports; and
  - (B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

- (A) apply correct throwing techniques with distance, power, and accuracy while both partners are moving during dynamic activities, game situations, and sports;
  - (B) apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports;
  - (C) apply offensive and defensive patterns in game strategies while hand dribbling;
  - (D) apply offensive and defensive foot dribbling strategies during game situations and sports;
  - (E) apply correct technique in kicking and punting with control, distance, and accuracy during game situations and sports;
  - (F) apply correct technique in volleying with both control and accuracy during game situations and sports;
  - (G) apply correct technique when striking an object with speed, accuracy, force, and distance during game situations and sports; and
  - (H) create and perform a jump rope routine using a variety of skills that require agility, speed, and endurance.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) execute the appropriate use of open space and closing space during dynamic activities, games, and sports; and
  - (B) execute the appropriate use of speed, direction, and force with or without an implement during dynamic activities, games, and sports.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to perform rhythmic routines with advanced steps and movement patterns with a partner.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
  - (B) apply combinations or sequences of game skills to achieve individual or team goals; and
  - (C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to demonstrate a variety of correct techniques for outdoor recreational skills, activities, and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

- (A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness;
  - (B) apply basic frequency, intensity, time, and type (FITT) principle in a variety of aerobic and anaerobic activities; and
  - (C) apply health-related and skill-related fitness components and explain how each component impacts personal fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) create a collaborative physical fitness plan to target areas for improvement in health- related fitness; and
  - (B) monitor and evaluate personal fitness goals and make appropriate changes for improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance; and
  - (B) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
  - (B) perform, without cue, the correct safety precautions, including water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and
  - (B) analyze self-management skills to demonstrate self-control of impulses and emotions, without cue, during game situations and sports.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;
  - (B) communicate effectively to enhance healthy interactions while settling disagreements; and

- (C) demonstrate empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to provide constructive feedback to peers following teacher guidelines to improve performance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
  - (A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
  - (B) evaluate self-selected physical activities for personal enjoyment.

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

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

- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ages and ability levels. Basic equipment for quality instruction includes, but is not limited to, the following: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.

- (5) In Grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.
  - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
    - (A) combine and apply a variety of locomotor skills during dynamic fitness, sport, and rhythmic activities; and
    - (B) combine correct jumping and landing technique during dynamic activities, game situations, and sports.
  - (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
    - (A) combine and apply balance with control during dynamic activities, game situations, and sports; and
    - (B) demonstrate proper body positioning, proficiency, and footwork and perform offensive and defensive skills during dynamic activities, game situations, and sports.
  - (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
    - (A) combine appropriate throwing techniques during game situations and sports;
    - (B) apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports;
    - (C) perform, without cue, key elements in hand dribbling during game situations and sports;
    - (D) perform, without cue, key elements in foot dribbling during game situations and sports;
    - (E) apply correct technique in kicking and punting during game situations and sports with control, distance, and accuracy;
    - (F) perform, without cue, key elements in volleying during game situations and sports;
    - (G) perform, without cue, key elements in striking during game situations and sports; and
    - (H) create and perform a jump rope routine with a partner or a small group using a variety of skills that include agility, speed, and endurance.

- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
  - (A) perform, without cue, the appropriate use of open space and closing space during dynamic activities, games, and sports; and
  - (B) perform, without cue, the appropriate speed, direction, and force with or without an implement during dynamic activities, games, and sports.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to create and perform with a small group a rhythmic routine with varying tempos using advanced steps and movement patterns.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
  - (A) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports;
  - (B) perform, without cue, combinations or sequences of game skills to achieve individual or team goals; and
  - (C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to engage in a variety of self-selected outdoor recreational activities and games.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
  - (A) perform a variety of lifelong physical activities and explain their effects on overall health and wellness;
  - (B) perform basic frequency, intensity, time, and type (FITT) principle in a variety of self-selected aerobic and anaerobic activities; and
  - (C) develop and analyze a personal fitness plan using health-related and skill-related fitness components.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
  - (A) create and implement a personal physical fitness plan and analyze the results for effectiveness; and
  - (B) evaluate personal fitness goals and make appropriate changes for improvement.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and



physical activity. The student is expected to:

- (A) develop a healthy food choice plan that enhances physical performance; and
  - (B) determine hydration needs, without cue, based on physical performance and environmental factors.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) perform, without cue, the selection and use of proper attire and safety equipment that promote safe participation and prevent injury in dynamic activities, games, and sports; and
  - (B) perform, without cue, the correct safety precautions, including pedestrian, water, sun, cycling, skating, and scooter safety.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports; and
  - (B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding;
  - (B) communicate effectively to enhance healthy interactions while settling disagreements; and
  - (C) demonstrate empathy and mutual respect for the feelings of others.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to provide constructive feedback to peers using a positive tone to improve performance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
- (A) implement a plan using available technology to participate in moderate to vigorous physical activity for a sustained period of time on a regular basis; and
  - (B) participate in self-selected physical activities for personal enjoyment.