



Midwestern State University
Gordon T. & Ellen West College of Education

KNES 1503: 102 Concepts of Fitness & Wellness
9:30-10:50
Spring 23

Professor: Dr. Carrie Taylor Ed.D
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Class Meeting Places & Times:
BH 109 Tuesday and Thursday 9:30-10:50

Office Hours:
Monday 8-9 & 11-1
Tuesday & Thursday 8:00-9:00

Instructor Response

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

Required Text: Fahey, T. D., Insel, P. M., Roth, W. T., & Insel, C. (2021). *Fit & well: Core concepts and labs in physical education and wellness*. NY, NY: McGraw-Hill Education

Download AnatomyAR+ for Merge Cube and the Flip App

Official course description: Examination of the basic concepts and principles for improving and maintaining health and well-being across the lifespan.

Course overview

This semester, we will focus on the effects of physical activity and exercise on health and well-being. We will focus on the benefits, behaviors, and science associated with lifetime personal fitness and wellness.

Course Objectives/Learning Outcomes

Throughout the class and upon completion of the course the student will:

1. Develop a working knowledge of the benefits of exercise and a physically active lifestyle. SBEC II-TEKS 116. 8 a-c TEKS 166.26 8a-b TEKS 166.62 3a-k, 5a – TEKS 116.63 3a-c- TEKS 116.26 8a-c, 9a and b – TEKS 116.28 8a-c- Competency 005 d and e, 006a -f
2. Develop an understanding of wellness and fitness concepts, including cardiovascular strength, muscular strength, muscular endurance, body composition, and flexibility. SBEC II, IV, VI Shape 1.2, 1.3, 3.3 TEKS 116 .8 a-c, 9 a-b, 10, a and b, 11 TEKS 166.26 8c- TEKS 166.62 3a -I, TEKS 166.63,

TEKS 116.27 8a-c, 9 a and b -116.28 8 a-c, 9a and b, 10a and b, 11a and b- Competency 006a-f, 007a-e, 008a-g

3. Develop physical activity behaviors associated with lifetime personal fitness and wellness. SBEC II Shape 1.2, 1.3, 3.3 TEKS 116 11 a and b, 12 a-c, and 16 a and b, TEKS 166.26 12a, 16, TEKS 166.62 5a-f, TEKS 116.27 8a-c,
4. Participate in the conduction and interpretation of personal fitness assessments. SBEC II Shape 1.2, 1.3, 3.3 TEKS 116.13 9a and b TEKS 166.26 9a and b TEKS 166.62 3i-k, TEKS 116.27 10a and b, 116.58 9a and b
5. Determine age-appropriate activities for improving the health-related components of fitness. SBEC II Shape 1.2, 1.3, 3.3 TEKS 116.13 9 b and c TEKS 166.26 8a-c- Competency 009 a-g
6. Develop a working knowledge of the benefit of a healthy eating plan. SBEC II Shape 1.2, 1.3, 3.3. TEKS116.13 10 a and b TEKS 166.26 10 and b- TEKS 166.62 6a-c TEKS 166.27 10a and b- TEKS 116.28 10 a and b - Competency 009 a-g
7. Develop a working knowledge of key and current health topics. SBEC II Shape 2. 3, 3.1, 2.3, 3.3, 3.4, 3.4, and 4.2, 4/.5, and 4.6, 5f- Competency 011a and b, 013d

Technology Skills

- Must be able to send and receive email
- Must be able to create, send and receive Microsoft Word, Excel, Publisher or PowerPoint documents and log in to your Google Account to access Google Sites
- Must be able to use Desire 2 Learn portal
- Must be able to download and utilize Flipgrid
- Must be able to appropriately use internet links and websites
- **Important!!!! Chromebooks will not work** with testing tools like Respondus Lockdown Browser and a webcam may be required for tests.
- Be sure to review the technology requirements at [MSUTexas](#) website for online students.
- D2L/Brightspace offers tutorials to help the student become familiar with all of the tools and features of D2L. Students can find those on our [Distance Education](#) page.

Communication Policies

- Before 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 should consult your syllabus, your grading scale or rubric, or the assignment description on D2L.
- 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.
- During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday by noon.

Assignments and Projects	Points
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Exams (3)	450
Research & Oral Presentation	200
Quizzes	187
FitnessGram	50
Final Self-Reflection Paper	30
3-day Dietary Paper	200
Flip Fitness Program & Evaluation	200
Health Risk Appraisal	100
Attendance and Participation	56
Total Points	1473
Bonus Flip Introduction	10 Pts
Bonus Get to Know	10 Pts
Points:	
1326-1473	A
1178-1325	B
1031-1177	C
883-1032	D
882 and below	F

Module I

Day	Date	Content	Activities/Assignments
Tue	Jan. 17	Syllabus, General Information	Download Flip
Thur	Jan. 19	Introduction to Wellness, Fitness, and Lifestyle	Quiz 1
Tu.	Jan. 24	Principles of Physical Fitness	Quiz 2/Bonus for Flip Introduction
Thur	Jan. 26	Cardiorespiratory Endurance Extra Credit/Get to Know	Quiz 3- & 10-point bonus
Tue	Jan. 31	No class today-Still take your quizzes for Muscular Strength/Endurance/Flexibility	Quiz 4 & 5
Thur	Feb. 2	No class today-Still take your quiz for Body Composition	Quiz 6
Tue	Feb. 7	Muscular Strength/Endurance/Flexibility	
Thur	Feb. 9	Exam 1	Chapter 1-6
Tue	Feb. 14	Classroom Wellness Evaluations	Workout clothes
Thur	Feb. 16	Classroom Wellness Evaluations	Workout clothes
Tue	Feb. 21	Fitness Plan/Flip	Wellness Center
Thur	Feb. 23	Fitness Plan/Flip	Wellness Center
Tue	Feb. 28	Fitness Plan/Flip	Wellness Center
Thur	Mar. 2	Fitness Plan/Flip	Wellness Center
Tue	Mar. 7	Fitness Plan/ Evaluation Flip	Classroom
Thur	Mar. 9	Nutrition 3-day Dietary Log Discussed	Quiz 8

		Spring Break March 13-19	
Tue	Mar. 21	Nutrition	
Thur	Mar. 23	Weight Management/ Discuss HRA	Quiz 9 3-Day Dietary Due
Tue	Mar. 28	Stress	Quiz 10
Thur	Mar. 30	Cardiovascular Health/ & Merge Cube App/	Quiz 11 HRA Due
Tue	Apr. 4	Exam 2	Exam 2 Chaps 7-11
Thur	Apr. 6	No Class	
Tue	Apr. 11	Research/ Oral Presentation	Presentations Due
Thur	Apr. 13	Research/Oral Presentation	
Tue	Apr. 18	Research/Oral Presentation	
Thur	Apr. 20	Research/Oral Presentation	
Tue	Apr. 25	Research/ Oral Presentation	
Thur	Apr. 27	Cancer/Substance Use and Misuse	Quiz 12 & 13
Tue	May 2	Fitness Gram/West Gym/Self Reflection Paper	Quiz 14 & 15
Thur	May 4	Final Exam Compressive	

6. Course Policies –

Grading

1. All assignments must be typed for credit (work will not be accepted unless it is typed).
Format – FOR ALL PAPERS: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The title page should have your names, the class and section number, and the semester centered on the page. Papers that do not follow this format will not be accepted or graded.
2. Late assignments will not be accepted.
3. Exams – The exams may include multiple choice, short answer, and essay questions. Exams, as well as any quizzes or postings will cover both lecture and book/reading materials. Exams can ONLY be made up in the direst of circumstances, and at the Instructor’s discretion. The mid-term and final are worth 150 points each.
4. Grammar will be graded as part of any assignment. The MSU writing lab is available to all MSU students. <http://www.mwsu.edu/writingcenter/>
5. The office of Disability Support Services provides information and assistance, arranges accommodations information and assistance, and arranges accommodations and staff. A student/Employee who seeks accommodations on the basis of disability must register with the Office of Disability Support Services.
In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a documented disability, please contact the instructor before classroom accommodations can be provided. The Disability Support Services may be contacted at 940-397-4140 (voice), 940-397-4515 (TDD), <http://students.mwsu.edu/disability>, or

visit 3410 Taft Blvd., Clark Student Center Room 168.

- a. Quizzes:
 - Chapter will have a 10-25 question Multiple Choice and/or True and False questions due prior to the start of the class the topic will be discussed. If you do not meet the timeline, the window will not reopen. These will be on D2L, please ensure you keep up with the announcement on D2L for any updates of changes. You will be responsible for knowing if changes have occurred.
- b. Fitnessgram:
 - During the semester we will go to the West Gym and go through the Fitness Gram to prepare you to administer the exam when you teach. It will be required for you to dress out and participate fully in the activities to learn the proper administration.
- c. Program Diet Analysis Tool
 - You will be responsible for logging into and setting up a free account to My Fitness Pal. Fill out your personal profile. Choose to maintain, lose or gain weight. Choose your activity level. Report your food consumption for 3 days consecutive. This is not a time to start eating healthy, it is to be what you normally would consume. You will be able to generate reports from this website to upload and submit. More will be discussed during class.
- d. Flipgrid Wellness Program:
 - The first Flipgrid assignment will be to design exercises for muscle strength, endurance, warmup, flexibility/cool down as a group at the Wellness center.
 - The second will be to design a workout for muscle strength, endurance and flexibility.
 - The third will be to record each program on the Flipgrid App.
 - The fourth will be to evaluate others' workout and give constructive feedback.
- e. Oral Presentations:
 - You will give a 8-12-minute Google Slides presentation over an approved topic in which we have covered or relevant to health. You will need 5- current PEER-REVIEWED articles or journals on your reference slide at the end. Check APA at Purdue Owl if you need help knowing how to set the page properly. Your grade will include proper questions to your classmates' presentations. All presentations should be professional, if any YouTube videos are used no more than 30 seconds in length and in appropriate taste for a professional presentation. You should come professional dressed. All topics will be assigned.
- f. Attendance

Attendance is expected at all class meetings and please do not confuse attendance with "participation". Class begins on TIME. You are expected to be on early as we will start on time. Roll is taken, and if you are not in your seat, you will be counted absent. Leaving class early without prior permission will result in your being counted absent for the class session. Students are expected to attend all meetings of the classes in which they are enrolled.

Professional responsibility in the context of this course relates to your ability to come to class and participate actively in class, and with other classmates. You should come dressed as though

you are coming to class and on presentation days you should dress professionally. Each day is worth 5-points, on time, participation, dress.

2 points: Punctual, Participates, Professional

0 points: Missing any of the above

28 X 2= 56 points

g. Extra Credit

Only one extra credit will be available on getting to know diverse populations.

h. Late Work Policy

Late work will not be accepted.

Personal Hygiene

a. Face coverings should be worn by faculty and students.

b. Disinfection of classrooms and lab areas will follow current CDC guidelines, and be performed between each class.

i. Disinfection guidelines will be posted in all gym, classrooms and lab areas.

c. Frequent handwashing will be required before and after contact with other students or equipment.

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

Student Honor Creed “As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so”. You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes improper citation of sources, using another students’ work and any other form of academic misrepresentation. When in doubt on collaboration, citations, or any issue please contact me before embarking on a perilous path.

WCOE Attendance Policy

Absence Policy - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of 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.

Instructor Drop. 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. Academic Integrity Student Honor Creed “As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.” You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes improper citation of sources, using another student’s work, and any

other form of academic misrepresentation. When in doubt on collaboration, citation, or any issue, please contact me before embarking on a perilous path. Please see <http://students.mwsu.edu/dean/> for more information.

General WCOE Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

- This class will engage in open discussion – all students are to address one another and the instructor with respect and courtesy, this includes speaking when recognized by the professor. The proper way to be recognized is to raise your hand and wait until you are called on. This is not Parliament – you never “have the floor.” I will let you know when you have been recognized and when your turn to speak is complete. If you disagree with a point or classmate, you are expected to express yourself in a principled and dignified fashion. I trust and feel confident we will engage in discussion and debate that exemplifies the ideals and spirit of the founders of our country. I will accept no less.
- Any disrespectful or disruptive behavior – including, but not limited to: sleeping, reading, side discussions, overt disruptions, harassing behaviors, etc - will result in your dismissal from the class, and may result in your dismissal from the course with a “WF” (Withdraw Failing), and/or a referral to the Office of Student Conduct.
- CELL PHONES (READ THIS TWICE, PLEASE). There are NO cell phones permitted to be out during this class unless we are doing a Flipgrid activity. This class requires your engagement, and cell phones serve to detract from that engagement. Additionally, your phone should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, you will be asked to put it away, and you will lose 10 points off of your FINAL grade. This is a sign of professionalism. (If your cell phone is required for a class project you will be informed)
- I am to be addressed as “Professor” or “Dr.” Taylor. Decorum in emails and other communications should reflect the same professionalism.
- The instructor reserves the right to amend these rules as necessary throughout the term.

Desire-to-Learn (D2L)

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

Student Handbook

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

Academic Misconduct Policy & Procedures

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

Last day for term schedule changes: January 17-20

Deadline to file for graduation: February 20.

Last Day to drop with a grade of “W:” March 20

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

Senate Bill 1

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at:

Campus Carry

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Change of Schedule

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

Last day to Drop/Add/ W or apply for graduation <https://msutexas.edu/registrar/calendars.php>

Refund and Repayment Policy

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

Services for Students with Disabilities

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

Course Objectives/Learning Outcomes

Throughout the class and upon completion of the course the student will:

1. Develop a working knowledge of the benefits of exercise and a physically active lifestyle. SBEC II; SHAPE 1.1.c
 - a. SBEC: Competency 006: The teacher understands major body systems, principles of physical fitness development and training, and the benefits of a healthy, active lifestyle.
 - i. D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.
 - ii. G. Knows how to promote students' ability to assess their own fitness levels, interests, and skill levels in order to encourage participation in lifelong physical activity

- a. SBEC: Competency 007: The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
 - i. C. Demonstrates knowledge of techniques for monitoring intensity, duration, and endurance levels during aerobic activities (e.g., perceived exertion, heart rate monitor).
 - ii. D. Applies knowledge of techniques for student self-assessment of cardiorespiratory health and fitness (e.g., frequent monitoring of pulse rate to reach and maintain target heart rate for an appropriate amount of time).
 - b. Competency 006: The teacher understands major body systems, principles of physical fitness development and training, and the benefits of a healthy, active lifestyle.
 - i. D. Applies knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and their significance in relation to physical activity, health, and fitness.
 - ii. E. Demonstrates an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
 - c. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.
 - i. 1. b Describe and apply specialized content knowledge for teaching PreK-12 physical education
6. Develop a working knowledge of the benefit of a healthy eating plan. SBEC II Shape 1.1.b a. SBEC: Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyses ways in which personal behaviors influence health and wellness.
- i. A. Demonstrates knowledge of basic principles of nutrition and weight management and ways in which diet and exercise patterns affect physical performance and personal health and well-being.
 - b. SHAPE: Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.
 - i. 1. b Describe and apply specialized content knowledge for teaching PreK-12 physical education.
7. Develop a working knowledge of key and current health topics. SBEC II Shape 1.1b a. SBEC: Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyses ways in which personal behaviors influence health and wellness.
- i. C. Analyzes the effects of various factors (e.g., rest, nutrition, tobacco use, alcohol use, heredity) on physical performance and on health and demonstrates knowledge of techniques and principles for evaluating personal health-risk factors.
 - b. Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.
 - i. 1. b Describe and apply specialized content knowledge for teaching PreK-12 physical education.
 - c. Competency: 013: The teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid, and risk management.

WCOE Conceptual Framework

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

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix A: TEKS

TEKS 116.26 6th Grade

(a) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

(C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

(2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills 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.

(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.

TEKS 116.27 7th grade

(a) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

(C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

(2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills 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 example.

(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

TEKS 116.28 8th grade

(a) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical

fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

(C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

(2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills 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.

(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

TEKS 116.26 High School

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

(b) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

(C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

(2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills 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 using strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness,

environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

(3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities, and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

(4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.

(5) The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

(3) Health, physical activity, and fitness. The physically literate student applies fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. The student is expected to:

(A) demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards;

(B) identify and describe exercise techniques that may be harmful or unsafe;

(C) explain the relationships among hydration, physical activity, and environmental conditions;

(D) explain the relationship between physical fitness and wellness;

(E) participate in a variety of activities that develop health-related physical fitness;

(F) describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility;

(G) exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities;

(H) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;

(I) design and implement a personal fitness program that includes health-related fitness components;

(J) measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed; and

(K) measure and evaluate personal fitness in terms of health-related fitness components.

(4) Social and emotional health. During physical activity, the physically literate student develops positive self-management and social skills needed to work independently and with others. The student is expected to:

(A) describe and analyze the relationship between physical activity and social and emotional health;

(B) discuss how improvement is possible with appropriate practice;

(C) identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways;

(D) explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response; and

(E) evaluate the impact of the use of technology on social and emotional health.

(5) Lifetime wellness. The physically literate student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to:

(A) describe how sleep is essential to optimal performance and recovery;

- (B) identify myths associated with physical activity and nutritional practices;
- (C) explain the relationship between nutritional practices and physical activity;
- (D) explain the risks of over training;

TEKS 116.63 High School Lifetime Recreation and Outdoor Pursuits

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

(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 using strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

(3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities, and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are

enrolled in a physical education course.

(4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.

(5) The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

(3) Health, physical activity, and fitness. The physically literate student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge;
- (B) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;
- (C) establish realistic and challenging health-related fitness goals;
- (D) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness;
- (E) analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits; and
- (F) design and participate in a personal health-related fitness program that has the potential to meet identified activity goals.

(4) Social and emotional health. The physically literate student articulates the benefit of time spent in recreation or outdoor pursuits to promote mental, social, and emotional health. The student is expected to:

- (A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits;
- (B) demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities;
- (C) evaluate the impact of the use of technology on social and emotional health;
- (D) analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits; and
- (E) design a personal wellness plan that includes time engaging in outdoor pursuits.

(5) Lifetime wellness. The physically literate student recognizes the relationship between lifetime recreation or outdoor pursuits and health. The student is expected to:

- (A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits;
- (B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits;
- (C) identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits;
- (D) describe how sleep is essential to optimal performance and recovery;
- (E) analyze the advantages and disadvantages of lifetime recreation and outdoor pursuits and their effects on personal fitness;
- (F) provide evidence of developing and maintaining health-related fitness; and
- (G) design safe practices and procedures to improve skill during an activity.

TEKS 116.64 Skill-Based Lifetime Activities

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

(b) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

(C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

(2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills 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 using strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

(3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities, and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

(4) Access to course-appropriate physical education equipment is essential to quality instruction. Course-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate, lifelong learner. Equipment should include a variety of sizes, weights, and textures to provide differentiated experiences for students of various ability levels.

(5) The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities participate in a minimum of one lifelong activity from each of the following five categories during the course.

(C) Fitness activities provide opportunities for students to apply fitness principles to accomplish an objective.

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

- (A) establish realistic and challenging health-related fitness goals for selected skill-based lifetime activities;
- (B) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities; and
- (C) analyze health and fitness benefits derived from participating in skill-based lifetime activities.

References

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