

## Praxis® Physical Education: Content Knowledge (5091) Study Plan

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
<b>I. Content Knowledge and Student Growth and Development (30%)</b>						
<b>A. Core Concepts</b>						
1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning)						
2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque)						
3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship)						
4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines, such as frequency, intensity, time/duration, type/mode; principles of exercise, such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise)						

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5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems)						
6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques)						
7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on softball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings						
8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection						
9. Effects of substance abuse on student						
<b>B. Student Growth and Development</b>						
1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs						

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of students, learning environment, and task						
2. Monitoring of individual performance and group performance in order to design safe instruction that meets students’ developmental needs in the psychomotor, cognitive, and affective domains						
3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental)						
4. Perception in motor development						
5. Appropriate and effective instruction related to students’ cultures and ethnicities, personal values, family structures, home environments, and community values						
6. Use of appropriate professional support services and resources to meet students’ needs						
<b>II. Management, Motivation, and Communication (25%)</b>						
<b>A. Management and Motivation</b>						
1. Principles of classroom management practices that create effective learning experiences in physical education settings						

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2. Psychological and social factors that affect individual learning and group learning, participation, cooperation, and performance in physical education settings						
3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students)						
4. Motivation of students to participate in physical activity both in school and outside of school						
5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment						
6. Development and use of an effective behavior management plan						
<b>B. Communication</b>						
1. Effective verbal and nonverbal communication skills in a variety of physical activity settings						
2. Specific appropriate instructional feedback in skill acquisition, student learning, and						

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motivation						
3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, technology)						
4. Communication in ways that show respect and consideration for students, colleagues, and parents						
<b>III. Planning, Instruction, and Student Assessment (25%)</b>						
<b>A. Planning and Instruction</b>						
1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning						
2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development						
3. Provision of feedback to enhance skill development						
4. Activities designed to improve health-related and skill-related fitness						

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5. Current issues, trends, and laws affecting the choice of appropriate physical education activities						
6. Identification, development, and implementation of appropriate program and instructional goals and objectives						
7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students’ needs						
8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students’ needs, safety concerns, facilities and equipment, and instructional models						
9. Use of teaching resources and curriculum materials to design learning experiences						
10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance						
11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation)						

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<b>B. Student Assessment</b>						
1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales)						
2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations)						
3. Understanding of fitness assessments such as President’s Challenge and Fitnessgram						
4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced)						
5. Validity, reliability, bias, and ways of interpreting assessment results						
6. Appropriate assessment techniques to assess and improve students’ understanding and performance, provide feedback, communicate students’ progress, guide students’ personal goal setting, and guide curricular and instructional decisions						
7. Involvement of students in self-assessment and peer assessment						
8. Appropriate assessment of individuals with						

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disabilities						
9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act						
<b>IV. Collaboration, Reflection, and Technology (20%)</b>						
<b>A. Collaboration</b>						
1. Current educational issues that cross subject matter boundaries						
2. Integration of knowledge and skills from multiple subject areas in physical education						
3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations						
4. Promotion of a variety of opportunities for physical activity in the school and the community						
<b>B. Reflection</b>						
1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, reflection)						



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2. Use of available resources to develop and grow as a reflective professional (e.g., students, colleagues, literature, professional organization memberships, professional development opportunities)						
<b>C. Technology</b>						
1. Design, development, and implementation of student learning activities that integrate information technology						
2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development						