



# MARBLE FALLS

Independent School District

**Meeting Date:**

**Meeting Type:**

**LOVE & INSPIRE**

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.

# 2025-2026 Innovative Courses

Team Sport Officiating  
Methods for Academic and Personal Success (MAPS)



# Team Sports Officiating

Target Audience: *Students in grades 10th - 12th*

Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions. The expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role.

Students will be introduced to the rules of the games and officiating mechanics based on **approved UIL association specifications** which will form a foundation for officiating. Experienced officials will assist in providing “real-world” experiences in preparing the students for the situations they will face.

Students will also develop a personal fitness plan and safety plan that directly relates to the needs of an official. Students apply time management skills and adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official involved with youth sports in the 21st century.

# Methods for Academic and Personal Success (MAPS)

Target Audience: *Students in grades 9-12 with a current IEP, ARD placement required*

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals.

The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their **personal and professional goals**. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills.



## Team Sport Officiating

PEIMS Code: N1160012

Abbreviation: TEAMPFF

Grade Level(s): 9-12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

Students enrolled in Team Sport Officiating learn rules and regulations of selected team sports, developing skills in the area of communication, decision making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course students will have the ability to officiate at various levels and manage responsibilities that come with the role.

Students will be introduced to the rules of the games and officiating mechanics based on approved University Interscholastic League (UIL) association specifications which will form a foundation for a lifetime advocacy in officiating. Experienced officials will assist in providing “real-world” experiences in preparing the students for the situations they will face.

Students will also develop a personal fitness plan and safety plan that directly relates to the needs of an official. Students apply time management skills and adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official involved with youth sports in the 21st century.

### Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9-12. There are no prerequisites for this course. Students shall be awarded 1.0 credit for successful completion of this course.
- (b) Introduction.
  - (1) In Team Sport Officiating, students will learn the rules and regulations of selected team sports and develop the skills necessary to become a successful sports official, including communication, decision making, and conflict management. Students enrolled in this course

## Team Sport Officiating

will also gain a more in depth understanding of all aspects of officiating by working with other officials, coaches, and players.

(2) Students enrolled in Team Sport Officiating are expected to maintain health-related fitness and develop a personal fitness plan which reinforces the concept of incorporating a physically active lifestyle.

(3) Students enrolled in Team Sport Officiating are expected to adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official.

### (c) Knowledge and skills.

(1) Developing officiating skills. The student explains the traits of a successful sports official and the elements of successful officiating. The student is expected to:

- (A) identify the purpose and philosophy of sports officiating;
- (B) describe the three styles of sports officiating, including the Rulebook, Laissez-Fair, and Common styles.
- (C) identify the personal characteristics and performance principles that lead to successful sports officiating, including identifying the intent of the rules and adjusting specific calls accordingly, demonstrating effective communication and listening skills, diffusing hostile situations, and demonstrating the ability to anticipate actions.
- (D) describe the qualities of a good official;
- (E) list and discuss the mental qualities of successful sports officials;
- (F) describe the importance of keeping score and the role of the scorekeeper;
- (G) practice using a scorebook for a specific sport;
- (H) discuss the importance of the rules test for sport-specific officiating; and
- (I) describe and articulate required rules, regulations, and hand signals for selected team sports.

(2) Developing communication and decision-making skills. The student learns the communication and decision-making skills necessary to become a successful sports official. The student is expected to:

- (A) describe how to communicate effectively with coaches, athletes, spectators, and other officials and demonstrate effective communication through listening, speaking, and non-verbal communication in sport specific situations;
- (B) identify and define the elements of the decision-making process, including integrity, judgement, communication, consistency, courage, and common sense, in sport specific situations; and
- (C) apply the elements of the decision-making process, including integrity, judgement, communication, consistency, courage, and common sense, in sport specific situations.

## Team Sport Officiating

- (3) Developing a conflict management plan. The student learns the skills necessary to manage conflict as a sports official. The student is expected to:
  - (A) identify signs of potential conflict from game participants and spectators;
  - (B) describe stress management/relaxation techniques that help officials to perform in game pressure situations;
  - (C) implement mental training strategies in an officiating regimen, including how to maintain composure during difficult situations;
  - (D) explain the importance of having a conflict management plan and formulate a conflict management plan; and
  - (E) implement a conflict management plan to address potential conflict with coaches, athletes, and spectators during sport specific contests.
  
- (4) Managing professional responsibilities. The student learns the concepts necessary for a career in sports officiating. The student is expected to:
  - (A) identify required rules, regulations, and officiating hand signals for various sport specific contests;
  - (B) describe proper court/field coverage, positioning, and umpire/official mechanics for each sport specific game situation;
  - (C) discuss sport specific pre-game procedures;
  - (D) explain the importance of time-management skills in sports officiating;
  - (E) identify and discuss sports officials who have had successful careers in sports officiating; and
  - (F) describe goal setting principles and apply those principles to establish personal goals related to sports officiating.
  
- (5) Legal rights, responsibilities, and ethics of sports officials. The student explains the legal rights, responsibilities, and ethics of a sports official. The student is expected to:
  - (A) identify and explain the legal rights and responsibilities of a sports official;
  - (B) discuss the Sports Officials Code of Ethics; and
  - (C) outline the Sports Officials Code of Ethics.
  
- (6) Getting fit to officiate—health and wellness. The student identifies and explains the concepts of overall wellness as related to optimal performance in sports officiating. The student is expected to:
  - (A) identify the physical fitness requirements of a sports official;
  - (B) describe the health and fitness benefits derived from participating in sports officiating;
  - (C) explain and distinguish between the training principles appropriate for enhancing flexibility, muscular strength and endurance and cardiorespiratory endurance as related to sports officiating;

- (D) analyze and evaluate personal fitness principles in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition as related to sports officiating;
  - (E) explain how healthy nutrition can improve officiating performance;
  - (F) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance as related to sports officiating; and
  - (G) explain the effects of substance abuse on personal health and performance in sports officiating.
- (7) Getting fit to officiate—health, physical activity, and fitness. The student analyzes and applies the concepts of overall wellness as related to optimal performance in sports officiating. The student is expected to:
- (A) establish health-related fitness goals for an officiating personal fitness plan;
  - (B) develop and participate in an officiating personal fitness plan to meet identified goals;
  - (C) analyze scientifically based health-related physical fitness test results to set and adjust goals of the officiating personal fitness plan;
  - (D) describe how to modify an officiating personal fitness plan based upon health-related status;
  - (E) execute physical activity for health, enjoyment, challenge, self-expression, and social interaction in sport-specific contests; and
  - (F) build and maintain a health-enhancing level of physical fitness as related to sports officiating.
- (8) Safety Practices. The student demonstrates and applies safety practices associated with sports officiating. The student is expected to:
- (A) identify and discuss risk and safety factors that may affect sport specific contests;
  - (B) evaluate risk and safety factors that may affect sport specific contests;
  - (C) identify and apply rules and procedures that are designed for safe participation in sport specific contests;
  - (D) discuss ways to create and maintain a physically and emotionally safe and non-threatening environment for sport specific contests; and
  - (E) demonstrate emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator.
- (9) Application of sport specific officiating. The student understands movement concepts, principles, strategies, and tactics as they apply to learning and performing officiating skills. The student is expected to:
- (A) demonstrate different sport specific officiating styles;
  - (B) demonstrate proper court/field coverage, positioning, and umpire/official mechanics for each sport specific game situation.



## Team Sport Officiating

- (C) demonstrate the use of sport specific hand signals for selected team sports;
- (D) interpret and explain required sport specific rules and regulations;
- (E) practice sport specific pre-game procedures;
- (F) display personal and social behavior that respects self and others in sport specific contests;
- (G) communicate effectively with other officials, coaches, athletes, and spectators during sport specific contests;
- (H) simulate the elements of the decision-making process in sport specific contests; and
- (I) manage conflict effectively with coaches, athletes, and spectators during sport specific contests.

### Recommended Resources and Materials:

- [National Federation of State High School Associations \(NFHS\) Rules Book](#) for
  - Baseball
  - Basketball
  - Soccer
  - Softball
  - Softball Umpires
  - Volleyball
  - Water Polo
- [National Collegiate Athletic Association \(NCAA\) Rule Book](#) for
  - Football
- [Texas Association of Sports Officials \(TASO\) references](#) including
  - Baseball Mechanics Manual
  - TASO Football Mechanics Manual
  - TASO Video Training
  - Local TASO Chapters guest presenters focused on each sport

### Recommended Course Activities:

In simulated game play situations, perform the following activities.

- Simulate proper positioning
- Practice officials' signals
- Role play sports officiator-to-player communications
- Role play sports officiator-to-coach communications

### Suggested methods for evaluating student outcomes:

- Assessments of student identification of rule violations and appropriate penalties in simulated sports scenarios
- Assessments of student identification of rule violations and appropriate penalties in game videos
- Assessments of student identification of safety concerns in game videos or simulated scenarios.
- Assessments of student identification of proper positioning through the use of team formation diagrams.

## Team Sport Officiating

- Assessments of student evaluations of team uniforms and equipment.

### Teacher qualifications:

Teachers with the appropriate Texas teaching certificate identified in Texas Administrative Code (TAC) [§231.231\(b\)](#) to teach physical education at the high school level will teach the course.

An assignment for Physical Education, Grades 9-12, is allowed with one of the following certificates.

- All-Level Health and Physical Education.
- All-Level Physical Education.
- Grades 6-12 or Grades 9-12--Physical Education.
- Junior High School (Grades 9-10 only) or High School--Physical Education.
- Junior High School (Grades 9-10 only) or High School--Health and Physical Education.
- Physical Education: Early Childhood-Grade 12.
- Secondary Physical Education (Grades 6-12).

Campus administrators will select teachers based on their ability to develop positive relationships with students and their commitment to work with students to enhance their academic and personal success. Campus and central office administrators will provide both the implementation and ongoing training for teachers. Teachers who have created, piloted, and taught the curriculum will also be available to train and mentor teachers new to the course content.

### Additional information:

There are no required additional costs.

**OPTIONAL:** Each student may become a member of a TASO Division and a local chapter. The annual cost (dues) is determined by each TASO Division (Baseball, Basketball, Football, Soccer, Softball, Volleyball, and Water Polo). Currently the dues for a NEW member is \$40, local dues vary and are determined by the local chapter.

Benefits of being a TASO member include:

- Additional focused training
- Annual Continuing Education
- Middle/junior and high school game assignments
- General liability insurance
- Member advocacy at the UIL and Texas Legislature
- Secondary accidental injury insurance
- Annual rules books (as recommended above)

TASO Video training on rules and mechanics



## Methods for Academic and Personal Success (MAPS)

PEIMS Code: N1130021

Abbreviation: MAPS

Grade Level(s): 9-12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

### Course Description:

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization, and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service-learning experience in addition to class assignments.

### Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9 or 10. There are no prerequisites for this course. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
  - (1) The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career.
  - (2) Students will explore the options available in high school, higher education, and the professional world to establish both immediate and long-range personal goals.
- (c) Knowledge and Skills.
  - (1) Learning and Communication Styles. The student analyzes learning and communication styles based on current research and practices effective communication. The student is expected to:

## Methods for Academic and Personal Success (MAPS)

- (A) determine personal learning style;
  - (B) determine personal communication style;
  - (C) identify demonstrate effective communication strategies in a variety of situations with varied audiences;
  - (D) formulate and provide effective verbal and nonverbal feedback and respond appropriately to presentations of peers;
  - (E) synthesize research and self-analysis to establish strategies for academic and personal success;
  - (F) demonstrate tolerance and appreciation of other's motivations and strengths; and
  - (G) identify and monitor personal behaviors of academic success that are critical in maintaining a passing average.
- (2) Self-Discipline and Attitude. The student reviews campus policies and rules of conduct and defines attitude and the effects of personal attitude on conduct. The student is expected to:
- (A) brainstorm and compile a code of conduct for a model campus;
  - (B) identify the student's personal attitude and the positive and negative effects of attitude on self and others;
  - (C) identify the student's personal ability to adhere to campus policies and design a plan of improvement as needed;
  - (D) define anger and analyze positive and negative methods for handling anger;
  - (E) define change and identify steps necessary to accomplish change; and
  - (F) analyze situations regarding campus policies and rules of conduct to determine the issue or problem involved in each, outline possible responses, and propose a positive solution.
- (3) Resiliency. The student analyzes and applies personal and environmental resiliency builders to use in establishing and realizing goals. The student is expected to:
- (A) identify and discuss elements of personal and environmental resiliency;
  - (B) explain the concept of self-image and its potential impact on life choices;
  - (C) apply conflict resolution skills both orally and in writing;
  - (D) identify and explain primary causes of stress and identify healthy stress-management skills and strategies;
  - (E) identify a balanced set of personal and academic goals, including both short-term and long-term goals; and
  - (F) outline an action plan, including a proposed time frame, to achieve a specific goal.
- (4) Time Management and Organization. The student understands the skills of time management and the tools of organization. The student is expected to:
- (A) describe the importance of time management skills including prioritizing and scheduling;
  - (B) define and demonstrate responsibility and accountability in time management;
  - (C) describe tools of organization including different methods of organization;
  - (D) prioritize personal and academic goals; and
  - (E) develop a personal organization system to monitor progress and completion of assignments and projects for all academic courses.

## Methods for Academic and Personal Success (MAPS)

- (5) Study Skills. The student analyzes the characteristics of a successful student and practices effective study skills. The student is expected to:
- (A) define the characteristics of a successful student;
  - (B) analyze the benefits of good study habits and the costs of poor ones;
  - (C) describe and apply characteristics of effective study skills;
  - (D) discuss and demonstrate use of a variety of memory techniques;
  - (E) follow directions and to listen for a specific purpose;
  - (F) use reading strategies, including rereading and questioning, to increase comprehension;
  - (G) apply various study strategies such as skimming, note-taking, outlining, and using study-guide questions to determine which strategies work best for the student;
  - (H) discuss and apply test-taking strategies; and
  - (I) research and present on the use and benefits of commonly used study skills.
- (6) Leadership. The student analyzes the role and characteristics of an effective leader in order to demonstrate leadership in a group setting. The student is expected to:
- (A) define leadership;
  - (B) list and analyze the characteristics of an effective leader, including the interpersonal skills required for leadership;
  - (C) evaluate personal strengths and areas for growth to determine one's own leadership style;
  - (D) identify the purpose and benefit of delegating; and
  - (E) participate in group projects as both the leader and a supporting member.
- (7) Character. The student explores and analyzes positive character. The student is expected to:
- (A) define positive character traits that comprise the following strands: trustworthiness, responsibility, caring, and citizenship;
  - (B) define character and describe someone in history who can be considered a person of character;
  - (C) identify positive and negative strategies for dealing with failure and with success;
  - (D) evaluate personal strategies for dealing with failure and with success, identifying specific strengths and weaknesses;
  - (E) analyze positive and negative influences that others have on personal action and beliefs;
  - (F) identify areas in which personal responsibility may be exercised or improved; and
  - (G) discuss ethical behavior and integrity as a part of academic and personal success.
- (8) Academic Exploration. The student analyzes interests and goals to establish a plan for academic success in high school as well as postsecondary education. The student is expected to:
- (A) determine individual talents, abilities, skills, and interests;
  - (B) identify high school courses related to career choices in the student's interest area;
  - (C) select a university, college, community college, trade school or internship based on a college choice survey and develop a plan to enter or start selected post high school career plan;
  - (D) research postsecondary options by writing professional letters requesting information from selected programs; and

## Methods for Academic and Personal Success (MAPS)

- (E) investigate and develop application materials such as an entrance essay or resume needed for postsecondary institution applications.
- (9) Career Exploration. The student researches, analyzes, and applies career readiness information. The student is expected to:
  - (A) compare interests and aptitudes identified via a career interest or aptitude assessment survey to career opportunities;
  - (B) explain the impact of career choice on lifestyle, including budget;
  - (C) create a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas;
  - (D) research careers available with and without a college/university degree using print and online resources as well as personal interviews;
  - (E) analyze the personal characteristics, knowledge, and skills necessary for the workplace;
  - (F) investigate and develop employment materials such as an application, resume, or personal references in the student's area of interest;
  - (G) identify and practice the skills necessary for a job interview and participate in a mock job interview; and
  - (H) prepare and deliver presentations individually and in groups to demonstrate knowledge of career possibilities and the decision process involved in identifying career goals.

### Recommended Resources and Materials:

Plano ISD MAPS course contains over 150 detailed, comprehensive lesson plans covering: learning styles, discipline, attitude, time management, study skills, resiliency, organizational skills, goal setting, leadership, careers, and character. The lesson plans have been written by master teachers in Plano ISD and revised based on student participation and feedback. The course contains more material and lessons than a teacher can use in the classroom during a one- or two-semester course. However, each campus will select the lessons and customize the course to meet the specific needs of its students. The lesson plans include specific information for teachers as to timing, materials needed, student activities, discussion questions, follow-up, and evaluation. Activity sheets, handouts, for each lesson are provided for the teacher. For more information on acquiring the Plano ISD MAPS course, please contact [eschool@pisd.edu](mailto:eschool@pisd.edu).

### Among the additional resources used in the course are:

Covey, Stephen. *The 7 Habits of Highly Effective Teens*. New York: Fireside, 1998.

"Fighting Poverty in America." *NPR* online. March 27, 2006.

<https://www.npr.org/templates/story/story.php?storyId=5300726>.

Martin, Carole. "Interviewers' Pet Peeves." Accessed December 7, 2021.

<https://www.military.com/veteran-jobs/career-advice/job-interview-pet-peeves.html>.

"Prep for the Top 10 Interview Questions." Accessed December 7, 2021.

<https://www.casp.uscourts.gov/sites/casp/files/Top%2010%20Interview%20Questions.pdf>

## Methods for Academic and Personal Success (MAPS)

### Recommended Course Activities:

- Personality inventory
- Reflective journals
- Learning style inventory
- Attitude map
- Role playing with real-life scenarios
- Listening activities
- Study place survey
- Circle of control activity
- Relationship bank account assignment
- Presentation of leadership hat

### Suggested methods for evaluating student outcomes:

Students will be evaluated on an ongoing basis through their participation in class discussion, completion of individual and group activities, daily quizzes, unit projects and/or unit tests. Students will complete long-range individual and group activities, including a career research project.

### Teacher qualifications:

An assignment for Methods for Academic and Personal Success (MAPS) is allowed with a valid Texas secondary teacher certificate appropriate for grade level assignment.

### Additional information:

None