

Physical Education TEKS Review Content Advisors

Physical Education Content Advisors:

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Concepts/Areas	Recommendations
<p>Information to include in the introduction (the philosophy)</p>	<p>Include best practices (ensuring that adequate time is given to physical <u>education</u> v. physical <u>activities</u>)</p> <p>Include best practices to meet the needs of the whole child</p> <p>Include in the introduction that being a physically literate individual leads to the development of lifetime wellness.</p> <p>Include the enjoyment aspect of physical activity (student choice in high school; more exposure in middle school)</p> <p>Include this language from TAC 74.2: The district must ensure that sufficient time is provided for teachers to teach and for students to learn physical education to support student attainment of course and grade level standards.</p> <p>Consult TEC 28.002(l)</p> <p>Setting expectations for skill mastery</p> <p>Include grade bands in the introduction: K–5, 6–8, and high school (the grade bands should include the same introduction)</p> <p>Developmentally appropriate knowledge, skills, and activities</p> <p>For the introduction to high school courses, include language about a variety of options. Flexibility in the TEKS allows for trending fitness-type activities such as weight training and strength conditioning, yoga, and Zumba.</p> <p>Consult TEC §28.002(l). This is consistent with national physical education standards.</p>

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General Information	<p>Alignment with National Standards and Outcomes</p> <p>Evidence of scaffolding and spiraling throughout grade levels</p> <p>Brain and user friendly. Easy for people to follow and easier for districts to develop curriculum, instruction, and assessments.</p> <p>This should be used as a guiding tool that everyone can use throughout the state.</p> <p>Ensure terminology is relevant and current.</p> <p>In introduction, please include the idea of being physically literate.</p> <p>Keep in mind of current trends.</p>

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Change in structure/framework (K–12)	<p>Strand 1: Movement patterns/movement skills</p> <ul style="list-style-type: none"> • Locomotor skills • Non-locomotor skills (balance) • Rhythm and dance • Spatial/body awareness • Manipulative skills <p>Strand 2: Performance strategies</p> <ul style="list-style-type: none"> • Games (strategies and tactics) • Sports activities (strategies and tactics) • Outdoor and recreational activities <p>Strand 3: Health and physical activities/fitness</p> <ul style="list-style-type: none"> • Physical fitness knowledge (health-related fitness and sports-related fitness) • Personal assessment and program planning (for goal setting) • Nutrition • Technology • Environmental awareness/environmental safety (and how it can lead to disease) • Anatomy and physiology • Injury prevention <p>Strand 4: Social and emotional health</p> <ul style="list-style-type: none"> • Sportsmanship (rules and etiquette, cooperation, conflict-resolution, collaboration, problem-solving) • Reinforce positive character traits (refer to the list in HB 1026, 86th Texas Legislative Session) • Accepting and providing constructive feedback • Safety/personal responsibility (sports enhancements and supplements) <p>Strand 5: Lifetime wellness</p> <ul style="list-style-type: none"> • Balance of other strands to choose a lifetime of healthy living • Self-expression and enjoyment • Health benefits of self-selected physical activities • Application of lifetime wellness <p><i>Note: Each bullet may not be in every grade level because it is not developmentally appropriate.</i></p>

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Vertical alignment	The vertical alignment should be easy to see. Teachers should be able to see the scaffolding across grade levels. (K–5, 6–8 separate in vertical alignment documents)
Specificity	The student expectations should be more specific with fewer words. The student expectations should contain clear and concise language such as the national grade level outcomes.
Reinforce student expectations that overlap with physical education and health education	The physical education standards should reinforce health education standards. The contribution of nutrition and physical activity to self-management of overall health issues.
Gymnastics	From a safety and liability standpoint, the recommendations include an elimination of forward, backward roll, and any higher-level skills and gymnastics equipment. Include more foundational skills to increase brain development (i.e., pencil rolls, various vertical jumps with spinning on three-body axis). Current evidence shows that these motor skills help wire the brain for academic learning. Incorporate more balance rather than the higher-level gymnastics skills. Coming from a safety and liability standpoint, there are some teachers who do not have the background knowledge to teach gymnastics skills correctly.
Dance	Rhythm and dance should remain; however, instead of listing specific dances such as folk dancing, dance should include creative/contemporary forms of dance based on student interest and enjoyment.

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High school courses	<p>High school courses should focus on the importance of lifetime wellness.</p> <p>Add more specificity in the student expectations regarding the lifetime wellness aspects/activities of physical education, instead of focusing on the individual and team sport.</p> <p>High school courses should have more rigor and focus on application rather than knowledge.</p> <p>Develop courses that provide more student-centered choices that focus on lifetime wellness.</p> <p>Team and individual sports should be more skills based</p> <p>Flexibility in the TEKS to include weight training and strength conditioning, yoga, Zumba, or various fitness-type activities</p> <p>Look at innovative courses to broaden course selections and align with state TEKS.</p> <p>Specifically, look at the innovative courses PE3, Team Sport Officiating, Exercise Physiology and align with current research, trends, and best practices. For Team Sport Officiating and Exercise Physiology, the student expectations should prepare students for college and career readiness and certification.</p> <p>Question for future work groups: Should there be two separate courses for team and individual sports? Should there still be district flexibility?</p>
Information to remove	<p>Information contained in (6)(3)(D): skin fold calipers and impedance testing equipment (include more current technology)</p> <p>At the secondary level, eliminate the specific reference to Cooper's 1.5-mile run test.</p>