

Physical Education TEKS Review Final Recommendations

Final Recommendations Texas Essential Knowledge and Skills (TEKS) Physical Education, Kindergarten–High School

The document reflects final revisions to the physical education Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s (SBOE) TEKS work groups for kindergarten—high school. The SBOE’s content advisors for physical education met in July 2020 to finalize recommendations. The content advisors’ recommendations are reflected in this document. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Additions are shown in green font with underlines (additions). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

MV—multiple viewpoints from within the work group

VA—information added, changed, or deleted to increase vertical alignment

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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” (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 (ASCD) and the National Academy of Medicine (NAM) support that physical education taught at a developmentally appropriate level: improves physical fitness and skill development; supports and improves academic achievement; reinforces self-discipline and teachers goal setting; reduces stress and increases blood flow to the brain; strengthens peer relationships; and improves self-confidence and self-esteem.
- (2) [Kindergarten–Grade 5]

In kindergarten—grade 5, students learn fundamental movement skills and cues, begin to understand the body functions in relation to physical activity, develop body control, become aware of the health related fitness components, begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations, and identify safety practices and protocols while being physically active. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement as student’s natural inclination to view physical activity as challenging and enjoyable.
- (2) [Grade 6–Grade 8]

In grades 6–8, 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.
- (3) The physical education TEKS 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.

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- 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 purpose of self-expression, enjoyment, and challenge.
- (4) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, student assessment, and 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 percent 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 at 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 districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts annually assess the physical fitness of students in grade three or higher who are enrolled in a physical education course.
- (5) 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 various ages and ability levels of students. Basic equipment for quality instruction includes but is not limited to the following list: 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 a ball inflator; and technology including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.

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Topic	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	Comments
	(1) Movement patterns and movement skills--locomotor skills.									
	The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:									
Hopping, galloping, running, sliding, skipping, leaping	(A) practice attempt proper <u>foot patterns and form</u> in <u>while</u> hopping, galloping, running, sliding, skipping, leaping, and walking <u>while maintaining balance</u>	(A) <u>practice demonstrate</u> proper <u>foot patterns form in</u> <u>while</u> hopping, galloping, running, sliding, and skipping, leaping, <u>and walking while maintaining balance</u>	(A) demonstrate <u>practice and apply</u> mature form correct technique in <u>while</u> hopping, galloping, running, sliding, and skipping, leaping, <u>and walking</u>	(A) demonstrate <u>the correct technique</u> mature form in <u>while</u> hopping, galloping, running, sliding, skipping, and leaping, and <u>walking</u>	(A) demonstrate and apply <u>correct technique</u> mature form in a variety of locomotor skills during dynamic activities	(A) demonstrate and apply <u>correct technique</u> mature form in a variety of locomotor skills and combinations during <u>dynamic lead-up</u> activities	(A) perform a variety of locomotor skills and combinations during <u>dynamic activities and games</u>	(A) combine and apply perform a variety of locomotor skills <u>during dynamic fitness, sport, and rhythmic combinations during dynamic</u> activities	(A) combine and apply perform a variety of locomotor skills <u>during dynamic fitness, sport, and rhythmic combinations during dynamic</u> activities	Replace mature form with correct technique to identify the critical elements.
Jumping, and landing	(B) <u>practice correct technique while jumping in place, forward and backward, and side to side attempt</u> proper form in jumping and landing	(B) <u>practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance</u> demonstrate proper form in jumping and landing	(B) demonstrate <u>correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position</u> proper form in jumping and landing	(B) demonstrate <u>correct jumping and landing technique</u> mature form in jumping and landing at from <u>varying different levels</u> heights	(B) demonstrate <u>correct jumping and landing technique while performing a long jump and a full turn</u> mature form in jumping and landing horizontally and vertically	(B) demonstrate <u>correct jumping and landing technique while performing a long jump and a full turn</u> mature form in jumping and landing horizontally and vertically	(B) demonstrate <u>correct jumping and landing technique during dynamic activities, game situations, and sports</u> mature form in jumping and landing horizontally and vertically	(B) <u>apply correct jumping and landing technique during dynamic activities, game situations, and sports</u> demonstrate mature form in jumping and landing horizontally and vertically	(B) <u>combine correct jumping and landing technique during dynamic activities, game situations, and sports</u> demonstrate mature form in jumping and landing horizontally and vertically	Global comment: Changes made to SEs were to differentiate and scaffold.
<u>Brain-based learning</u>	(C) <u>demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills</u>	(C) <u>demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills</u>	(C) <u>demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition</u>	(C) <u>demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition</u>	(C) <u>demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of four skills with repetition</u>	(C) <u>demonstrate advanced balancing to include equipment, cross lateralization during increasingly complex movements, and sequencing of four or more skills with repetition</u>				This was a recommendation of the CA at the beginning of the process

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(1) Movement patterns and movement skills--locomotor skills.										
The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:										
Sensory integration, and vestibular activation	(D) spin and roll at different levels, speeds, and positions	(D) spin and roll at different levels, speeds, and positions	(D) spin and roll at different levels, speeds, and positions	(D) spin and roll with control at different levels, speeds, and positions with manipulatives	(D) spin and roll with control at different levels, speeds, and positions with manipulatives					This was a recommendation of the CA at the beginning of the process

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	(2) Movement patterns and movement skills--non-locomotor skills.									
	The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. <u>The student is expected to:</u>									
Balance and weight transfer	(A) maintain balance while bearing weight <u>using different bases of support</u> a variety of body parts	(A) demonstrate control <u>maintaining balance standing on one foot while placing the free leg in a variety of different positions for five seconds in balancing activities</u>	(A) demonstrate <u>maintaining</u> balance <u>standing on one foot while placing the free leg in a variety of different positions for eight seconds</u> using various bases of support	(A) demonstrate moving in and out of a balanced position with control <u>during dynamic activities</u>	(A) transfer <u>body</u> weight along and on <u>over, under, and on</u> equipment with good <u>body</u> control	(A) <u>maintain</u> apply <u>controlled</u> balance <u>and transfer body weight on a variety of objects with control during dynamic activities and lead-up games</u>	(A) <u>demonstrate</u> apply <u>controlled</u> balance <u>with control</u> during dynamic activities <u>and games</u>	(A) <u>move between positions with</u> apply <u>controlled</u> balance during dynamic activities, <u>game situations, and sports</u>	(A) <u>combine and apply</u> maintain <u>controlled</u> balance <u>with control</u> during dynamic activities, <u>game situations, and sports</u>	
Bending, stretching, twisting, and curling	(B) <u>practice</u> demonstrate bending, stretching, twisting, and curling <u>while maintaining balance</u>	(B) demonstrate bending, stretching, twisting, and <u>curling, and swaying while maintaining balance</u>	(B) <u>differentiate between</u> demonstrate bending, stretching, twisting, curling, pushing, pulling, and swaying	(B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) <u>move into and out of various combinations of</u> combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) <u>perform a combination of</u> combine bending, stretching twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) <u>demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities and games</u> combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) <u>demonstrate proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities, game situations, and sports</u> combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	(B) <u>perform proper body positioning, proficiency, footwork, and offensive and defensive skills during dynamic activities, game situations, and sports</u> combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities	

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	(3) Movement patterns and movement skills--manipulative skills.									
	The physically literate student demonstrates competency in developmentally appropriate manipulative skills. <u>The student is expected to:</u>									
Throwing and catching	(A) self-toss an object <u>and throw underhand with opposite foot forward and catch it</u>	(A) demonstrate key elements in of self-toss, overhand throw, and <u>in</u> throwing <u>underhand while stepping with the opposite foot forward to a target, and catching</u>	(A) demonstrate key elements in self-toss, underhand throwing to a partner and overhand throwing to a target with opposite foot forward with a partner, underhand throw, and catching	(A) <u>demonstrate key elements in underhand and overhand throwing to a partner with accuracy self-toss, overhand throw, underhand throw, and catching in a variety of positions</u>	(A) <u>practice the key elements of manipulative skills including eye on target, follow-through, body weight transfer, and body position demonstrate self-toss, overhand throw, underhand throw, and catching during dynamic activities</u>	(A) demonstrate <u>the key elements of manipulative skills including eye on target, follow-through, body weight transfer, and body position</u> during games and activities mature form in self-toss, overhand throw, underhand throw, and catching in dynamic activities	(A) demonstrate <u>correct technique when throwing to a moving target mature form in self-toss, overhand throw, underhand throw, and catching in dynamic activities</u>	(A) <u>apply correct throwing techniques with both partners moving mature form in during self-toss, overhand throw, underhand throw, and catching in dynamic activities, game situations, and sports</u> with distance, <u>power,</u> and accuracy	(A) <u>combine appropriate throwing techniques during game situations and sports apply mature form in self-toss, overhand throw, underhand throw, and catching in dynamic activities with distance and accuracy</u>	
Catching	(B) <u>catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground</u>	(B) <u>demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object</u>	(B) <u>demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body</u>	(B) <u>demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body</u>	(B) <u>practice the key elements of catching a ball at a variety of levels above and below the waist</u>	(B) <u>demonstrate the key elements of catching while moving during games and activities</u>	(B) <u>demonstrate correct catching technique with a variety of objects from different levels and trajectories</u>	(B) <u>apply correct catching technique with a variety of objects from different levels and trajectories during dynamic activities, game situations, and sports</u>	(B) <u>apply appropriate catching technique from different levels and trajectories with an implement during game situations and sports</u>	Separated catching and throwing because different key elements for each skill.
Hand Dribbling	(C)(B) Attempt practice dribbling with one hand bouncing, hand dribbling, and foot dribbling	(C)(B) <u>practice dribbling continuously with one hand while stationary using preferred hand demonstrate bouncing, hand dribbling, and foot dribbling</u>	(C)(B) demonstrate key elements of bouncing, hand dribbling while walking, and foot dribbling	(C)(B) demonstrate key elements of in hand dribbling <u>while slowly jogging and maintaining ball control and foot dribbling</u>	(C)(B) demonstrate key elements of in hand dribbling <u>with dominant and non-dominant hand and foot dribbling while changing both speed and direction during dynamic activities</u>	(C)(B) demonstrate <u>key elements of mature form in hand dribbling and foot dribbling with either hand when stationary while protecting the ball from a defender during dynamic activities and lead-up games during dynamic activities</u>	(C)(B) <u>demonstrate correct hand dribbling technique when changing both speed and direction while maintaining ball control mature form in hand dribbling and foot dribbling during dynamic activities</u>	(C)(B) <u>apply offensive and defensive patterns in game strategies mature form in while hand dribbling and foot dribbling during dynamic activities with control</u>	(C)(B) <u>perform without cue mature key elements in hand dribbling during game situations and sports form in hand dribbling and foot dribbling during dynamic activities against an opponent</u>	Separated hand dribbling and foot dribbling because different key elements for each skill.

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(3) Movement patterns and movement skills--manipulative skills.										
The physically literate student demonstrates competency in developmentally appropriate manipulative skills. <u>The student is expected to:</u>										
Foot Dribbling	(D) <u>tap a ball using the inside of the foot</u>	(D) <u>tap or dribble a ball using the inside of the foot while walking</u>	(D) <u>dribble a ball with control using both feet while walking</u>	(D) <u>dribble a ball with control using both feet while slowly jogging</u>	(D) <u>dribble a ball with control alternating feet while changing both speed and direction with a partner</u>	(D) <u>combine foot dribbling with other skills during dynamic activities and lead-up games</u>	(D) <u>demonstrate correct foot dribbling technique with control while changing both speed and direction during dynamic activities and game situations</u>	(D) <u>apply offensive and defensive foot dribbling strategies during game situations and sports</u>	(D) <u>perform without cue key elements in foot dribbling during game situations and sports</u>	
Kicking/Punting	(E)(C) attempt to kick a stationary ball <u>from a stationary position</u>	(E)(C) approach and demonstrate kicking a stationary ball	(E)(C) demonstrate the appropriate approach when and kicking a moving stationary ball using a continuous running approach while running	(E)(C) demonstrate the appropriate approach when kicking a moving ball on the ground and in the air using a continuous running approach	(E)(C) identify and demonstrate the key elements in kicking patterns including body position, weight transfer, and follow through demonstrate appropriate form when kicking and punting	(E)(C) demonstrate appropriate form when kicking and punting during dynamic activities and lead-up games	(E)(C) demonstrate correct technique mature form in kicking and punting with accuracy during dynamic activities and lead-up games	(E)(C) apply correct technique mature form in kicking and punting during game situations and sports dynamic activities with control, distance, and accuracy	(E)(C) apply correct technique mature form in kicking and punting during game situations and sports with control, distance, and accuracy during dynamic activities	
Volleying	(F)(D) volley a lightweight object to self and partner	(F)(D) volley a lightweight object to self and partner	(F)(D) volley a lightweight object with consecutive hits to self demonstrate key elements in a wall or partner or over an object or net	(F)(D) demonstrate key elements correct technique in volleying to a wall or partner or over an object or net	(F)(D) demonstrate correct technique key elements in underhand and overhead volleying to a wall, net, or partner or and over an object or net	(F)(D) demonstrate correct technique mature form in volleying in dynamic activities and lead-up games to a wall or partner, or over an object or net	(F)(D) demonstrate correct technique mature form in volleying to a target with control and accuracy to a wall or partner, or over an object or net	(F)(D) apply correct technique mature form in volleying with accuracy during game situations and sports with both control and accuracy small-sided activities	(F)(D) perform without cue key elements in volleying during game situations and sports apply mature form in volleying with accuracy during small-sided activities	
Striking	(G)(E) attempt elements in strikeing using a lightweight object using your hand and or short-handled implement	(G)(E) attempt elements in strikeing an object using a hand or short-handled implement, projecting the object upward	(G)(E) demonstrate key elements in strikeing a stationary object off the ground or an elevated surface with a hand or short-or long-handled implement consecutively	(G)(E) demonstrate correct technique key elements in when striking a moving object over a low net or to a wall with a hand or short-or long-handled implement	(G)(E) demonstrate key elements correct technique in when striking an object with a hand or short-or long-handled implement with a partner during dynamic activities	(G)(E) demonstrate correct technique mature form in when striking an object with a hand or short-or long-handled implement during in dynamic activities and lead-up games	(G)(E) demonstrate correct technique mature form in when striking an object with speed, accuracy, force, and distance with using a hand or handled implement during dynamic activities and lead-up activities	(G)(E) apply correct technique mature form in when striking an object with speed, accuracy, force, and distance during game situations and sports dynamic activities	(E)(G) perform without cue key elements when striking during game situations and sports apply mature form in striking an object with speed, accuracy, force, and distance during dynamic activities	

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	(3) Movement patterns and movement skills--manipulative skills.									
	The physically literate student demonstrates competency in developmentally appropriate manipulative skills. <u>The student is expected to:</u>									
Jumping rope	(H)(F) attempt jumping at least once with a self-turned rope	(H)(F) attempt jumping consecutively with a self-turned rope	(H)(F) demonstrate jumping forward and backward with a self-turned rope using a variety of basic skills	(H)(F) demonstrate jumping a self-turned rope using a variety of intermediate basic skills	(H)(F) demonstrate jumping a self-turned rope using a variety of intermediate skills in a routine	(H)(F) demonstrate jumping a self-turned rope using a variety of advanced skills in a routine	(H)(F) create and perform a apply jump rope routine using a variety of advanced skills to a variety of activities that include agility, speed, and endurance	(H)(F) create and perform a jump rope routine apply using a skills to a variety of activities skills that include agility, speed, and endurance	(H)(F) apply create and perform a jump rope routine with a partner or a small group jump rope skills to a using a variety of skills activities that include agility, speed, and endurance	
Jumping rope	(I)(G) demonstrate swinging a long rope back and forth with a partner	(I)(G) demonstrate turning a long rope	(I)(G) demonstrate turning and jumping a long rope	(I)(G) demonstrate entering and exiting a turned long rope using basic jumping skills	(I)(G) demonstrate entering jumping, and exiting a turned long rope using intermediate jumping skills	(I)(G) demonstrate entering, jumping using a variety of tricks, and exiting a turned long rope using advanced jumping skills				

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Topic	(4) Movement patterns and movement skills--spatial and body awareness.									Comments
	The physically literate student demonstrates competency in spatial and body awareness including pathways, shapes, levels, speed, direction, and force. <u>The student is expected to:</u>									
Spatial awareness	(A) <u>differentiate between</u> demonstrate an awareness of personal and general space while moving <u>to simple rhythms while maintaining balance</u>	(A) demonstrate an awareness of move in personal and general space <u>to rhythms and beats while maintaining balance</u> while moving	(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space	(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general <u>open</u> space	(A) demonstrate the appropriate use of open space and closing space during dynamic activities	(A) demonstrate the appropriate use of open space and closing space <u>in small groups</u> during dynamic activities <u>and lead-up games</u>	(A) demonstrate the appropriate use of open space and closing space during dynamic activities, <u>games, and sports</u>	(A) <u>execute</u> apply the appropriate use of open space and closing space during dynamic activities, <u>games, and sports</u>	(A) <u>perform without cue</u> apply the appropriate use of open space and closing space during dynamic activities, <u>games, and sports</u>	
Pathways, shapes, and levels	(B) demonstrate <u>a variety of different</u> pathways, shapes, and levels <u>while maintaining balance</u>	(B) <u>travel over, under, around, and through using a variety of</u> demonstrate different pathways, shapes, and levels	(B) combine pathways, shapes, and levels into simple sequences	(B) combine pathways, and levels into <u>various movement patterns in a wide variety of physical activities</u>	(B) demonstrate appropriate use of pathways and levels during dynamic activities <u>and lead-up games</u>	(B) apply appropriate use of pathways and levels <u>in small groups</u> during dynamic activities <u>and lead-up games</u>				Students should have reached mastery by fifth grade and the skill will be integrated into strategies and tactics at middle school.
Speed, direction, and force	(C) demonstrate <u>clear contrast when moving</u> in different speeds and directions <u>while maintaining balance</u>	(C) demonstrate and differentiate <u>between fast and slow speeds, strong and light force, moving in different speeds</u> and directions	(C) combine speed and direction as directed by the teacher	(C) combine speed, direction, and force as directed by the teacher	(C) apply speed, direction, and force during dynamic activities <u>and lead-up games</u>	(C) apply speed, direction, and force <u>with a short-handled implement</u> during dynamic activities <u>and lead-up games</u>	(C) apply speed, direction, and force <u>with a long-handled implement</u> during dynamic activities, <u>games, and sports</u>	(C) <u>execute the appropriate use of</u> apply speed, direction, and force <u>with or without an implement</u> during dynamic activities, <u>games, and sports</u>	(C) <u>perform without cue the appropriate</u> apply speed, direction, and force <u>with or without an implement</u> during dynamic activities, <u>games, and sports</u>	

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	(5) Movement patterns and movement skills--rhythmic activities.										
	The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. <u>The student is expected to:</u>										
Combinations Rhythms	(A) <u>demonstrate the ability to mirror and follow teacher movement and basic rhythm patterns</u>	(A) <u>demonstrate the ability to mirror and follow teacher movement and basic rhythm patterns in four counts</u>	(A) <u>demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts</u> the ability to mirror a partner	(A) demonstrate various rhythmical combinations of <u>locomotor skills of eight counts</u> in repeatable patterns <u>when leading or following a partner</u>	(A) <u>demonstrate create</u> a rhythmic routine <u>activity</u> with appropriate steps and movement patterns <u>individually or in a group</u>	(A) create and teach rhythmic <u>routines in counts of eight using basic steps and coordinated movement patterns</u> <u>individually or in a group</u> activity with appropriate steps and movement patterns	(A) create and perform <u>rhythmic routines with intermediate activity with appropriate steps and movement patterns</u>	(A) create and perform <u>rhythmic routines with advanced activity with appropriate steps and movement patterns with a partner</u>	(A) create and perform <u>a rhythmic routine with varying tempos activity with using appropriate advanced steps and movement patterns with a small group</u>	Combining combinations and mirroring/following/leading into rhythms to streamline SE.	
Mirroring/following /leading	(A) <u>demonstrate the ability to mirror and follow teacher movement</u>	(A) <u>demonstrate the ability to mirror and follow teacher movement</u>	(A) <u>demonstrate the ability to mirror a partner</u>	(B) <u>demonstrate the ability to lead and follow a partner</u>	(B) <u>demonstrate the ability to lead and follow individually or in a group</u>	(B) <u>demonstrate the ability to lead and follow individually and in a group</u>					

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	(6) Performance strategies--games and activities.									
	The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. <u>The student is expected to:</u>									
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others <u>during a variety of games while maintaining appropriate space and speed</u>	(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others <u>during a variety of games while maintaining appropriate space and speed</u>	(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during <u>a variety of games at low, middle, and high levels with appropriate speed and direction</u>	(A) <u>combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety</u> recognize <u>fundamental components and strategies</u> of games	(A) recognize fundamental components and strategies <u>of dynamic activities and lead-up</u> games	(A) <u>demonstrate fundamental components and strategies used in net or wall, invasion, target, striking or fielding games</u>	(A) demonstrate <u>offensive and defensive fundamental components and</u> strategies used in net or wall, invasion, target, striking, and fielding games	(A) apply <u>offensive and defensive components and</u> strategies used in net or wall, invasion, target, striking, and fielding games <u>and sports</u>	(A) <u>perform without cue offensive and defensive</u> apply advanced components and strategies used in net or wall, invasion, target, striking, and fielding games <u>and sports</u>	
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(B) <u>identify the relationships between a variety of game skills</u>	(B) <u>identify the relationships between a variety of game skills</u>	(B) <u>identify the relationships between a variety of game skills</u>	(B) <u>identify the relationships between a variety of game skills</u>	(B) <u>Identify the relationships between a variety of game skills</u>	(A)(B) <u>Identify and demonstrate</u> identify the relationships between a variety of game skills, including preparation, movement, follow through, and recovery, <u>used in net or wall, invasion, target, striking or fielding games</u>	(B) <u>demonstrate appropriate relationships to an opponent during dynamic game situations</u>	(B) <u>demonstrate appropriate relationships to an opponent during dynamic game situations</u>	(B) <u>demonstrate appropriate relationships to an opponent during dynamic game situations</u>	A and B were combined because the skills are related.
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	There was no differentiation and was combined with (D).

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	(6) Performance strategies--games and activities.									
	The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. <u>The student is expected to:</u>									
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(B)(D) <u>practice the correct techniques for motor development skills following teacher direction</u> identify activities to improve performance for selected skills	(B)(D) <u>identify and follow teacher instructions</u> activities to improve performance for selected skills	(B)(D) <u>participate in appropriate drills and activities to enhance the learning of specific motor development skills</u> demonstrate activities to improve performance for selected skills	(B)(D) <u>demonstrate specific movement skills</u> activities to improve performance for in designated dynamic activities selected skills	(B)(D) <u>practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group</u> modify activities to improve performance for selected skills	(B)(D) <u>demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group</u> modify activities to improve performance for selected skills	(B)(D) <u>demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals</u> modify activities to improve performance of selected skills	(B)(D) <u>apply combinations or sequences of game skills to achieve individual or team goals</u> create and modify activities to improve performance of selected skills	(B)(D) <u>perform without cue combinations or sequences of game skills to achieve individual or team goals</u> create and modify activities to improve performance of selected skills	
Rules/Terminology	(C)(E) <u>demonstrate safe practices by following rules, procedures, and directions during class and activities</u> demonstrate rules, procedures, and safe practices during games and activities	(C)(E) <u>demonstrate with teacher direction safe practices by using equipment appropriately and respecting personal space</u> demonstrate rules, procedures, and safe practices during games and activities	(C)(E) <u>demonstrate with minimal teacher direction safe practices by using equipment appropriately and respecting personal space</u> demonstrate rules, procedures, and safe practices during games and activities	(C)(E) <u>explain and follow rules, procedures, and safe practices during games and activities</u>	(C)(E) <u>exhibit appropriate sporting behavior during independent games and activities</u> explain rules, procedures, and safe practices during games and activities	(C)(E) <u>engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue</u> apply rules, procedures, and safe practices during games and activities	(C)(E) <u>demonstrate appropriate sporting behavior with teammates, opponents, and officials</u> apply rules, procedures, and safe practices during games and activities	(C)(E) <u>demonstrate self-responsibility and appropriate sporting behavior in game situations and sports</u> apply rules, procedures, and safe practices during games and activities	(C)(E) <u>follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played</u> analyze rules, procedures, and safe practice during games and activities	The term “sporting behavior” has replaced the term “sportsmanship” at the collegiate level.

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	(7) Performance strategies--outdoor and recreational pursuits.									
	The physically literate student will demonstrates competency in outdoor and recreational pursuits. <u>The student is expected to:</u>									
Outdoor/Adventure Skills	(A) <u>discuss outdoor recreation, health, and fitness activities in school and the community</u> explore introductory outdoor and nature pursuits	(A) <u>identify outdoor recreation, health, and fitness activities in school and the community</u> explore introductory outdoor and nature pursuits	(A) <u>describe outdoor recreation, health, and fitness activities in school and the community</u> explore introductory outdoor and nature pursuits	(A) participate in introductory outdoor <u>recreational pursuit</u> skills <u>and activities</u> such as rock climbing, navigation skills, hiking, paddle sports, archery, <u>disc golf, cycling,</u> or challenge courses	(A) participate in a <u>variety of introductory outdoor recreational pursuit</u> skills <u>and activities</u> such as <u>camping, backpacking, fishing,</u> rock climbing, navigation skills, hiking, paddle sports, <u>disc golf, cornhole, bocce ball, or croquet</u> archery, cycling, or challenge courses	(A) participate in introductory outdoor <u>recreational pursuit</u> skills <u>and activities</u> such as rock climbing, navigation skills, <u>orienteeing,</u> hiking, paddle sports, archery, cycling, or challenge courses	(A) <u>participate in organized self-selected demonstrate introductory outdoor recreational skills, activities, and games</u> skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	(A) demonstrate a <u>variety of correct techniques for introductory outdoor recreational skills, activities, and games</u> skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	(A) <u>engage in a variety of self-selected outdoor recreational activities and games</u> demonstrate introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	Including the specific examples helps the teacher bring outdoor education into the classroom. Teachers have limited experience with teaching outdoor education, so including the specific examples helps them teach the skills. K-1 recommendations: students should begin to develop an awareness of outdoor activities.

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Topic	(8) Health, physical activity, and fitness--skills and mechanics.									
	The physically literate student demonstrates competency in the skills and mechanics used during physical activity. The student is expected to:									
Skill and mechanics	(A) identify principles of good posture and body alignment and its impact on physical activity and skill	(A) identify principles of good posture and body alignment and its impact on physical activity and skill	(A) demonstrate principles of good posture and body alignment and its impact on physical activity and skill	(A) demonstrate principles of good posture and body alignment and its impact on physical activity and skill	(A) demonstrate and apply principles of good posture and body alignment and its impact on physical activity and skill	(A) demonstrate and apply principles of good posture and body alignment and its impact on physical activity and skill	(A) apply principles of good posture and body alignment and its impact on physical activity and skill	(A) apply principles of good posture and body alignment and its impact on physical activity and skill	(A) apply principles of good posture and body alignment and its impact on physical activity and skill	This row has been addressed with more specificity in all the locomotor skills (striking, mechanics, etc.).
Skill and mechanics	(B) lift and support body weight in selected activities that develop muscular strength and endurance	(B) lift and support body weight in selected activities that develop muscular strength and endurance	(B) lift and support his/her own body weight in selected activities that develop muscular strength and endurance in arms, shoulders, abdomen, back and legs	(B) recognize and demonstrate and recognize the importance of lifting and supporting body weight in selected activities that develop muscular strength and endurance	(B) recognize and demonstrate the importance of lifting and supporting body weight in selected activities that develop muscular strength and endurance	(B) recognize and demonstrate the importance of lifting and supporting body weight in selected activities that develop muscular strength and endurance	(B) develop and maintain muscular strength and endurance	(B) develop and maintain muscular strength and endurance	(B) develop and maintain muscular strength and endurance	This row will be addressed in the fitness principles topic. All of these skills should be integrated with fitness principles.
Skill and mechanics	(C) participate in exercises for flexibility	(C) participate in exercises for flexibility	(C) participate in exercises for flexibility	(C) recognize and demonstrate exercises for flexibility	(C) recognize and demonstrate exercises for flexibility	(C) recognize and demonstrate exercises for flexibility	(C) develop and maintain flexibility	(C) develop and maintain flexibility	(C) develop and maintain flexibility	This row will be addressed in the fitness principles topic. All of these skills should be integrated with fitness principles.

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	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	
Topic	(8) (9) Health, physical activity, and fitness--fitness principles.									Comments
	The physically literate student demonstrates and recognizes a health enhancing, physically-active lifestyle. The student is expected to:									
Fitness principles	(A) discuss-observe the immediate effect of physical activity on the heart and lungs	(A) identify the immediate effect of physical activity on the heart and lungs	(A) list the identify and describe benefits of regular physical activity on the heart and lungs	(A) describe the benefits of regular physical activity, including stress management	(A) describe the benefits of regular physical activity on overall health and wellness, including stress management	(A) describe the benefits of moderate to vigorous physical activity on overall health and wellness including stress management	(A) describe the long-term benefits of moderate to vigorous physical activity on overall health and wellness including stress management	(A) analyze the long-term benefits of moderate to vigorous physical activity on overall health and wellness, including stress management	(A) perform a variety of lifelong physical activities and explain their effects on overall health and wellness analyze long term benefits of moderate to vigorous physical activity, including stress management	
Fitness principles	(B) describe the importance of daily active play	(B) identify the importance of warm-ups and cool-downs for physical activity	(B) define frequency and endurance as it relates to physical activities	(B) identify the importance of frequency and intensity during endurance activities	(B) demonstrate identify the importance of frequency and intensity during endurance activities	(B) define and describe the Frequency, Intensity, Time and Type (FITT) principle and how it improves fitness	(B) define and describe the Frequency, Intensity, Time and Type (FITT) principle and how it improves fitness in relation to aerobic and anaerobic activities	(B) identify and apply basic Frequency, Intensity, Time and Type (FITT) principles in a variety of aerobic and anaerobic activities fitness settings	(B) perform identify and apply basic Frequency, Intensity, Time and Type (FITT) principles in a variety of self-selected aerobic and anaerobic activities fitness settings	
Fitness principles	(C) participate in exercises that promote health-related fitness	(C) demonstrate exercises that promote health-related fitness	(C) demonstrate correct technique of exercises that promote health-related fitness	(C) explain and demonstrate the correct techniques of identify the components of health-related fitness	(C) identify and demonstrate the components of health-and skill-related fitness	(C) differentiate-identify the difference between health-related and skill-related fitness components	(C) describe-identify the health-related and skill-related fitness components and their impact on describe how each component impacts personal fitness	(C) apply identify the health-related and skill-related fitness components and explain describe how each component impacts personal fitness	(C) analyze and develop a personal fitness plan using identify the health-related and skill related fitness components and describe how each component impacts personal fitness	TEKS guide: define skill-related fitness components
Fitness principles							(D) classify activities as being aerobic or anaerobic	(D) describe the effects of aerobic exercise on the heart and overall health	(D) select aerobic exercises and describe the effects on the heart and overall health	These skills have been combined in (9)(B) above.

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	(9) (10) Health, physical activity, and fitness--analyze data.										
	The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. <u>The student is expected to:</u>										
Analyze data, (performance, goals)	(A) <u>describe the importance of goal setting</u>	(A) <u>develop a health-related goal with teacher guidance</u>	(A) <u>develop health-and skill-related goals with teacher guidance</u>	(A) <u>identify an appropriate personal fitness goal for health-related fitness</u>	(A) <u>develop identify an appropriate personal fitness goal for health-related fitness</u>	(A) <u>analyze identify an appropriate personal fitness goal for self-improvement health-related fitness</u>	(A) <u>use personal fitness goals to develop an individual fitness plan monitor and evaluate personal fitness goals and make appropriate changes for improvement</u>	(A) <u>create a collaborative physical fitness plan program to target improve areas for improvement of weakness in health-related fitness monitor and evaluate personal fitness goals and make appropriate changes for improvement</u>	(A) <u>create and implement a personal physical fitness plan and analyze the results for its effectiveness monitor and evaluate personal fitness goals and make appropriate changes for improvement</u>		
Analyze data, (performance, goals)				(B) (A) <u>describe the importance of goal setting personal fitness goals in improving health-related fitness</u>	(B) <u>describe the importance of goal setting in improving health-related fitness</u>	(B) <u>describe the importance of goal setting in improving health-related fitness</u>	(B) <u>describe the importance of goal setting in improving health-related fitness</u>	(B) <u>describe the importance of goal setting in improving health-related fitness</u>	(B) <u>describe the importance of goal setting in improving health-related fitness</u>	This row (10)(B) has been incorporated into the previous one (10)(A).	
Analyze (data, performance, goals)	(B) <u>identify how to measure improvement in physical skills such as counting the number of times a student can hop while maintaining balance</u>	(B) <u>identify how to measure improvement in physical skills with or without a measuring tool</u>	(B) <u>identify how to measure improvement and track progress in physical skills with a measuring tool</u>	(B) (C) <u>identify how to measure improvement and track progress for measuring health-related fitness</u>	(B) (C) <u>track progress and analyze data identify methods for measuring health-related fitness activities</u>	(B) (C) <u>track progress and analyze data, with teacher assistance, to target areas needing improvement identify methods for measuring health-related fitness</u>	(B) (C) <u>analyze results of fitness assessments to identify strategies for self-improvement identify methods for measuring health-related fitness</u>	(B) (C) <u>monitor and evaluate personal fitness goals and make appropriate changes for improvement identify and apply methods for measuring health-related fitness</u>	(B) (C) <u>monitor and evaluate personal fitness goals and make appropriate changes for improvement identify and apply methods for measuring health-related fitness</u>		

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	(9) (10) 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:									
Analyze (data, performance, goals)							(D) create and implement with assistance a physical fitness program to improve health-related fitness	(D) create and implement a physical fitness program health-related fitness	(D) create and implement a physical fitness program to improve health-related fitness	

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	(10)-(11) 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:									
Correlation between food and energy	(A) recognize that eating a variety of foods produces energy for physical activity	(A) identify recognize that eating a variety of healthy foods that produce produces energy for physical activity	(A) identify the types of food that produce energy to enhance physical activity	(A) differentiate between healthy and unhealthy foods and their impact on sustainable energy for physical activity identify the types of food that produce energy to enhance physical activity	(A) examine the relationship between nutrition and optimal physical performance demonstrate the ability to choose healthy foods that enhance physical activity	(A) demonstrate the ability to choose select healthy foods that enhance physical activity	(A) demonstrate the ability to choose healthy foods that enhance physical activity identify the macronutrients including {carbs, fats, and proteins} and examine their relationship with optimal physical performance	(A) evaluate healthy food choices that show a balanced daily intake of macronutrients to enhance physical performance evaluate healthy food choices that enhance physical activity	(A) develop a healthy food choice plan that enhances physical performance evaluate healthy food choices that enhance physical activity	CA would like to combine the concepts identified in A and B to streamline the content.
Correlation between food and energy	(B) identify whole, unprocessed foods and foods that should be limited	(B) identify whole, unprocessed foods and foods that should be limited	(B) explain the difference between whole, unprocessed foods and foods that should be limited	(B) explain the difference between whole, unprocessed foods and foods that should be limited	(B) examine the relationship between nutrition and optimal physical performance	(B) examine the relationship between nutrition and optimal physical performance	(B) identify the macronutrients (carbs, fats, and proteins) and examine their relationship with optimal physical performance	(B) identify the macronutrients (carbs, fats, and proteins) and examine their relationship with optimal physical performance	(B) identify the macronutrients (carbs, fats, and proteins) and examine their relationship with optimal physical performance	
Hydration	(B)(C) Identify that water is the best source of hydration during physical activity identify water as the best source of hydration drink choices that enhance physical activity	(B)(C) explain different hydration options, including water, that enhance physical activity identify drink choices that enhance physical activity	(B)(C) explain the need for proper hydration that enhances physical activity	(B)(C) differentiate between water and processed sugar or high-caloric drinks and how they impact sustainable energy for physical activity explain the need for proper hydration	(B)(C) identify methods to prevent dehydration differentiate hydration needs in various environments	(B)(C) explain the importance of proper hydration before, during, and after physical activity difference between hydration and dehydration	(B)(C) identify methods to prevent dehydration identify how environmental temperature and humidity each contribute to dehydration and heat illness	(B)(C) analyze and determine the appropriate times to consume traditional sports drinks that have the appropriate carbohydrate and sodium content hydration needs based on physical performance	(B)(C) determine analyze hydration needs without teacher cue based on physical performance and environmental factors	CA would like to differentiate the standards to include more information about proper hydration.

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	(11) (12) 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:									
Proper attire and equipment safety	(A) identify select and use proper clothing attire and footwear for physical activity and equipment that promotes safe participation and prevents injury	(A) identify select and use proper clothing, footwear, and safety equipment for a variety of physical activities attire and equipment that promotes safe participation and prevents injury	(A) explain select and use proper attire and safety equipment that promotes safe participation and prevents injury in a variety of physical activities	(A) select and use proper attire and safety equipment that promotes safe participation and prevents injury in variety of physical activities	(A) work independently to select and use proper attire and safety equipment that promotes safe participation and prevents injury in dynamic activities and lead-up games	(A) determine select and use proper attire and safety equipment that promotes safe participation and prevents injury in dynamic activities and games	(A) perform without cue the selection and use of proper attire and safety equipment that promotes safe participation and prevents injury in dynamic activities, games, and sports	(A) perform without cue the selection and use of proper attire and safety equipment that promotes safe participation and prevents injury in dynamic activities, games, and sports	(A) perform without cue the selection and use of proper attire and safety equipment that promotes safe participation and prevents injury in dynamic activities, games, and sports	CAs would like to keep the SE the same in grades 6-8. The differentiation would come in the various activities, sports, and dynamic activities at each grade level.
Sun/Bike/Aquatics/Air quality/Pedestrian safety	(B) identify, with teacher guidance, and apply safety precautions, including pedestrian safety, water safety, sun safety, and cycling safety, and skating safety	(B) identify and describe, with teacher guidance, apply safety precautions, including pedestrian safety, water safety, sun safety, and cycling safety, and skating safety	(B) identify and explain apply safety precautions, including pedestrian safety, water safety, sun safety, cycling safety, and skating safety	(B) exhibit correct identify and apply safety precautions, including pedestrian safety, water safety, sun safety, cycling safety, and skating, and scooter safety	(B) identify and apply correct safety precautions, including pedestrian safety, water safety, sun safety, cycling safety, and skating, and scooter safety	(B) identify and apply demonstrate correct safety precautions, including pedestrian safety, water safety, sun safety, cycling safety, and skating, and scooter safety	(B) perform without cue the correct identify and apply safety precautions, including pedestrian safety, water safety, sun safety, cycling safety, and skating, and scooter safety	(B) perform without cue the correct identify and apply safety precautions, including pedestrian safety, water safety, sun safety, cycling safety, and skating, and scooter safety	(B) perform without cue the correct identify and apply safety precautions, including pedestrian safety, water safety, sun safety, cycling safety, and skating, and scooter safety	
Injury preventions	(C) discuss the importance of a warm-up and a cool-down routine for physical activity	(C) discuss the importance of a warm-up and a cool-down routine for physical activity	(C) explain the importance of a warm-up and a cool-down routine for physical activity	(C) explain the importance of a warm-up and a cool-down routine for physical activity	(C) explain the importance of a warm-up and a cool-down routine for physical activity	(C) explain the importance of a warm-up and a cool-down routine for physical activity	(C) include warm-up and cool-down procedures regularly during physical activity	(C) include warm-up and cool-down procedures regularly during physical activity	(C) include warm-up and cool-down procedures regularly during physical activity	This concept is already addressed in fitness principles.

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Topic	(12) Social and emotional health—personal responsibility and self-management.									Comments
	The physically literate student demonstrates competency in personal responsibility. The student is expected to:									
<u>Personal responsibility/self management</u> Acceptance of self and others	(A)(D) understand personal actions have consequences accept and take responsibility for personal actions	(A)(D) describe how personal actions may have positive or negative consequences accept and take responsibility for personal actions	(A)(D) differentiate between the positive and negative consequences of personal actions accept and take responsibility for personal actions	(A)(D) explain that accept and take responsibility for personal actions have consequences for self and others	(A)(D) accept and take responsibility for personal actions that effect self and others	(A)(D) accept and take responsibility for personal actions that effect self and others during dynamic activities and lead-up games	(A)(D) accept and take responsibility for personal actions that effect self and others during game situations and sports	(D) accept and take responsibility for personal actions	(D) accept and take responsibility for personal actions	CA felt that social and emotion health could be reorganized into four KS areas to eliminate redundancy. This was (14)(D) in Work Group E’s document. Reorganized as part of new KS related to personal responsibility and self-management. Grade 7 and 8 SEs deleted. Covered in Rules and etiquette (6)(E)
<u>Personal responsibility/self management</u> Acceptance of self and others	(B)(E) -accept and respect differences and similarities in abilities of self and others	(B)(E) accept and respect differences and similarities in abilities of self and others	(B)(E) explain accept and respect differences and similarities in abilities of self and others	(B)(E) demonstrate accept and respect for differences and similarities in abilities of self and others	(B)(E) demonstrate accept and respect for differences and similarities in abilities of self and others	(B)(E) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games	(B)(E) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games	(A)(E) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports	(A)(E) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports	This was (14)(E) in Work Group E’s document. Reorganized as part of new KS related to personal responsibility and self-management, and that this KS should come first.
<u>Personal responsibility/self management</u> Problem solving (individual)	(C)(H) identify personal use self-management skills to demonstrate self-control of impulses and emotions with teacher guidance	(C)(H) identify personal use self-management skills to demonstrate self-control of impulses and emotions with teacher guidance	(C)(H) identify use self-management skills to control personal demonstrate self-control of impulses and emotions	(C)(H) explain and demonstrate use self-management skills to control personal demonstrate self-control of impulses and emotions	(C)(H) demonstrate use self-management skills to control personal demonstrate self-control of impulses and emotions during dynamic activities and lead-up games	(C)(H) apply use self-management skills to demonstrate self-control of impulses and emotions during dynamic activities and lead-up games	(C)(H) apply use self-management skills to demonstrate self-control of impulses and emotions without cue during games, situations, and sports	(C)(H) analyze use self-management skills to demonstrate self-control of impulses and emotions without cue during games, situations, and sports	(C)(H) evaluate use self-management skills to demonstrate self-control of impulses and emotions without cue during games, situations, and sports	This was (14)(H) in Work Group E’s document. Reorganized as part of new KS related to personal responsibility and self-management.

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Topic	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	Comments
	(13) Social and emotional health-- working with others <u>resolving conflict and social interaction</u> .									
	The physically literate student demonstrates competency in <u>resolving conflict and social interaction</u> working with others, responding to class expectations and procedures . The student is expected to:									
Cooperation	(A) demonstrate cooperation skills in a group setting	(A) demonstrate cooperation skills in a group setting	(A) demonstrate cooperation skills in a group setting	(A) demonstrate cooperation skills in a group setting	(A) demonstrate the ability to accomplish group goals in both cooperative and competitive activities	(A) demonstrate the ability to accomplish group goals in both cooperative and competitive activities	(A) demonstrate the ability to accomplish group goals in both cooperative and competitive activities	(A) apply effective communication skills to accomplish group goals in both competitive and cooperative activities	(A) apply effective communication skills to accomplish group goals in both competitive and cooperative activities	CA felt that effective communication was already addressed below; some of the references to cooperation have been added into Conflict Resolution
Conflict Resolution	(B) resolve conflicts in socially acceptable ways	(B) resolve conflicts in socially acceptable ways	(B) resolve conflicts in socially acceptable ways	(B) resolve conflicts in socially acceptable ways	(B) resolve conflict in socially acceptable ways, including responding to winning and losing with dignity and understanding	(B) demonstrate effective communication to enhance healthy interactions when settling disagreements	(B) demonstrate effective communication to enhance healthy interactions when settling disagreements	(B) demonstrate effective communication to enhance healthy interactions when settling disagreements	(B) demonstrate effective communication to enhance healthy interactions when settling disagreements	CA felt these could be eliminated due to duplication and combine with SE on conflict resolution below
Social interaction/conflict resolution Problem Solving	(A)(C) demonstrate, with teacher direction, respect and cooperation through words and actions while solving problems with others	(A)(C) demonstrate, with teacher direction, respect and cooperation through words and actions while solving problems with self and others	(A)(C) identify, with teacher direction, the causes of problems and propose solutions demonstrate respect through words and actions during activity	(A)(C) demonstrate respect and cooperation through words and actions during various group activities	(A)(C) resolve conflict in socially acceptable ways, including responding to winning and losing with dignity and understanding demonstrate effective communication to enhance healthy interactions while settling disagreements	(A)(C) resolve conflict in socially acceptable ways, including responding to winning and losing with dignity and understanding demonstrate effective communication to enhance healthy interactions while settling disagreements	(A)(C) resolve conflict, without cue, in socially acceptable ways, including responding to winning and losing with dignity and understanding demonstrate effective communication to enhance healthy interactions while settling disagreements	(A)(C) resolve conflict, without cue, in socially acceptable ways, including responding to winning and losing with dignity and understanding demonstrate effective communication to enhance healthy interactions while settling disagreements	(A)(C) resolve conflict, without cue, in socially acceptable ways, including responding to winning and losing with dignity and understanding demonstrate effective communication to enhance healthy interactions while settling disagreements	CA felt Conflict Resolution better encapsulated this SE
Problem Solving	(D) identify the causes of the problem and	(D) identify the causes of the problem and	(D) identify the causes of the problem and	(D) identify the causes of the problem and be	(D) identify the causes of the problem and	(D) identify the causes of the problem and be	(D) identify the causes of the problem and be part of the solution	(D) identify the causes of the problem and	(D) identify the causes of the problem and be part of the solution	Conflict resolution addressed in (B)

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Topic	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	Comments
	(13) Social and emotional health-- working with others <u>resolving conflict and social interaction</u> .									
	The physically literate student demonstrates competency in <u>resolving conflict and social interaction</u> working with others, responding to class expectations and procedures . The student is expected to:									
	be part of the solution	be part of the solution	be part of the solution	part of the solution	be part of the solution	part of the solution		be part of the solution		
<u>Social interaction</u> Problem solving (individual)	(B)(F) acknowledge and communicate feelings <u>and thoughts</u> appropriately <u>with teacher direction</u>	(B)(F) acknowledge and communicate feelings <u>and thoughts</u> appropriately <u>with teacher direction</u>	(B)(F) acknowledge and communicate feelings <u>and thoughts</u> appropriately <u>without cue</u>	(B)(F) acknowledge and communicate feelings <u>appropriately</u> <u>identify the feelings of others</u>	(B)(F) <u>identify</u> <u>demonstrate effective communication to enhance healthy interactions while settling disagreements</u> <u>acknowledge and communicate feelings appropriately</u>	(B)(F) <u>identify and describe</u> <u>demonstrate effective communication to enhance healthy interactions while settling disagreements</u> <u>acknowledge and communicate feelings appropriately</u>	(B)(F) <u>explain and demonstrate effective communication to enhance healthy interactions while settling disagreements</u> <u>acknowledge and communicate feelings appropriately</u>	(B)(F) <u>implement demonstrate effective communication to enhance healthy interactions while settling disagreements</u> <u>acknowledge and communicate feelings appropriately</u>	(B)(F) <u>implement demonstrate effective communication to enhance healthy interactions while settling disagreements</u> <u>acknowledge and communicate feelings appropriately</u>	CA felt that communication of feelings and empathy could be combined across these SEs
<u>Social interaction</u> Problem solving (individual)	(G) demonstrate empathy and mutual respect for the feelings of others	(G) demonstrate empathy and mutual respect for the feelings of others	(G) demonstrate empathy and mutual respect for the feelings of others	(G) demonstrate empathy and mutual respect for the feelings of others	(C)(G) <u>demonstrate empathy and mutual respect for the feelings of others</u>	(C)(G) <u>identify and describe the concepts of</u> <u>demonstrate empathy and mutual respect for the feelings of others</u>	(C)(G) demonstrate empathy and mutual respect for the feelings of others	(C)(G) demonstrate empathy and mutual respect for the feelings of others	(C)(G) demonstrate empathy and mutual respect for the feelings of others	CA felt that the concept of empathy is not developmentally appropriate until grade 4
<u>Protocols</u>	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	(E) demonstrate the established protocols for emergencies	This topic is already addressed in campus-wide safety protocols and in health education.

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Topic	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	Comments
	(13) Social and emotional health—working with others.									
	The physically literate student demonstrates competency in working with others, responding to class expectations and procedures. The student is expected to:									
Protocols	(F) demonstrate the established classroom expectations, procedures, and activities that are safe and effective	(F) demonstrate the established classroom expectations, procedures, and activities that are safe and effective	(F) demonstrate the established classroom expectations, procedures, and activities that are safe and effective	(F) demonstrate the established classroom expectations, procedures, and activities that are safe and effective	(F) demonstrate the established classroom expectations, procedures, and activities that are safe and effective	(F) demonstrate the established classroom expectations, procedures, and activities that are safe and effective	(F) participate in classroom expectations, procedures, and activities that are safe and effective	(F) participate in classroom expectations, procedures, and activities that are safe and effective	(F) participate in classroom expectations, procedures, and activities that are safe and effective	Already addressed in rules/terminology (6)(E)
Protocols	(G) demonstrate the skill of starting and stopping on a signal	(G) demonstrate the skill of starting and stopping on a signal	(G) demonstrate the ability to follow rules and procedures	(G) demonstrate the ability to follow rules and procedures	(G) differentiate between compliance and noncompliance with rules and regulations	(G) differentiate between compliance and noncompliance with rules and regulations	(G) identify and follow rules while playing sports and games including decisions made by game officials	(G) apply agreed upon consequences when officiating rules and regulations	(G) -apply agreed upon consequences when officiating rules and regulations	Already addressed in rules/terminology (6)(E)
Protocols	(H) demonstrate the ability to play within boundaries during activities	(H) demonstrate the ability to play within boundaries during activities	(H) demonstrate the ability to play within boundaries during activities	(H) demonstrate the ability to play within boundaries during activities	(H) demonstrate the ability to play within boundaries during activities	(H) demonstrate the ability to play within boundaries during activities				Already addressed in spatial awareness in (4)(A)

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(14) Social and emotional health-- self-efficacy <u>perseverance</u> .										
The physically literate student <u>perseveres while addressing</u> demonstrates competency while applying self-management skills through challenges. The student is expected to:										
Perseverance/accepting challenges	(A) recognize and accept that some physical activities are challenging	(A) recognize and accept that challenges in physical activities can lead to success <u>with practice</u>	(A) recognize <u>that practicing challenging and accept</u> physical activities <u>can build that bring confidence and minimize frustration when learning skills</u>	(A) recognize <u>that practicing challenging physical activities can build confidence and minimize frustration when and accept the challenges that come from learning a variety of new skills activity</u>	(A) recognize and accept individual challenges and use self-management skills to <u>persevere cope</u> in a positive <u>manner when learning a variety of new skills way</u>	(A) recognize and accept individual challenges and use self-management skills to <u>persevere cope</u> in a positive <u>manner during dynamic activities and lead-up games way</u>	(A) <u>accept individual challenges and use self-management skills to persevere in a positive manner during game situations and sports</u> apply a plan of action and make effective decisions when faced with challenges	(A) <u>develop and</u> apply a plan of action and make effective decisions when faced with challenges, <u>obstacles, or difficulties during game situations and sports</u>	(A) <u>develop and</u> apply a plan of action and make effective decisions when faced with challenges, <u>obstacles, or difficulties during game situations and sports</u>	This was (14)(A) in Work Group E's document. Reorganized as part of new KS related to perseverance. CA found the opportunity combine (B) into (A).
Perseverance/accepting challenges	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	(B) persevere when not successful in spite of obstacles, difficulties, and frustration when learning	This was (14)(B) in Work Group E's document.

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(15) Social and emotional health--accepting and providing constructive feedback.										
The physically literate student accepts and provides constructive feedback. The student is expected to:										
Accepting and providing constructive feedback	(A)(C) listen respectfully and respond appropriately to corrective feedback <u>with teacher guidance</u>	(A)(C) listen respectfully and respond appropriately to corrective feedback <u>with teacher guidance</u>	(A)(C) listen respectfully and respond appropriately to <u>specific</u> corrective feedback <u>with teacher guidance</u>	(A)(C) listen respectfully <u>to and</u> make appropriate changes in performance based on feedback	(A)(C) listen respectfully <u>to</u> and make appropriate changes in performance based on feedback <u>from teacher and peers</u>	(A)(C) <u>apply</u> listen <u>respectfully and</u> make appropriate changes in <u>to</u> performance based on feedback <u>from peers</u>	(A)(C) <u>analyze</u> feedback <u>to listen</u> respectfully and make appropriate changes <u>to improve</u> in performance <u>based on</u> feedback	(A)(C) <u>provide</u> constructive <u>feedback to peers</u> following teacher <u>guidelines</u> listen <u>respectfully and</u> make appropriate <u>changes to</u> improve in performance <u>based on</u> feedback	(A)(C) <u>provide</u> constructive <u>feedback to peers</u> using a positive tone <u>listen respectfully</u> and make <u>appropriate changes</u> to improve in performance <u>based on</u> feedback	This was (14)(C) in Work Group E’s document. Reorganized as part of new KS related to accepting and providing constructive feedback.

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Topic	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	Comments
	(16) (15) Lifetime wellness--application of lifetime wellness.									
	The physically literate student identifies the value of lifetime wellness. <u>The student is expected to:</u>									
Values and engages in physical activity	(A) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	(A) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	(A) participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	(A) <u>differentiate and</u> participate in moderate to vigorous physical activity for a sustained period of time on a regular basis <u>using technology when available</u>	(A) <u>differentiate and</u> participate in moderate to vigorous physical activities for a sustained period of time on a regular basis <u>using technology when available</u>	(A) <u>differentiate and</u> participate in moderate to vigorous physical activity for a sustained period of time on a regular basis <u>using technology when available</u>	(A) <u>develop a plan using available technology to</u> participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	(A) <u>implement a plan using available technology to</u> participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	(A) <u>implement a plan using available technology to</u> participate in moderate to vigorous physical activity for a sustained period of time on a regular basis	CA felt it was important to address technology as soon as possible but did not want to burden school districts who may not have it.
Values and engages in physical activity	(B) Identify, <u>with teacher guidance, opportunities in the school and community for participation in physical activity for personal enjoyment</u>	(B) <u>describe, with teacher guidance, identify opportunities in the school and community for participation in physical activity for personal enjoyment</u>	(B) identify <u>and select opportunities in the school and community for participation in physical activity for personal enjoyment</u>	(B) <u>select and participate identify opportunities in the school and community for participation in physical activity for personal enjoyment</u>	(B) <u>participate in a variety of physical activities identify opportunities in the school and community for participation in physical activity for personal enjoyment</u>	(B) <u>analyze the level of personal enjoyment in a variety of activities identify opportunities in the school and community for participation in physical activity</u>	(B) <u>describe how participation in a variety of physical activities builds confidence and increases personal enjoyment identify opportunities in the school and community for participation in physical activity</u>	(B) <u>evaluate self-selected physical activities for personal enjoyment identify opportunities in the school and community for participation in physical activity</u>	(B) <u>participate self-selected physical activities for personal enjoyment identify opportunities in the school and community for participation in physical activity</u>	
Self-expression, enjoyment and challenge	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	(C) identify and select physical activities for personal enjoyment	Combined C with B

§116.52. Lifetime Fitness and Wellness Pursuits (One Credit).

- (a) General requirements. This course may fulfill one credit for the physical education or elective requirements for graduation upon successful completion.
- (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” (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 (ASCD) and the National Academy of Medicine (NAM) support that physical education taught at a developmentally appropriate level: improves physical fitness and skill development; supports and improves academic achievement; reinforces self-discipline and teachers 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 TEKS 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 purpose 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, student assessment, and 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 percent 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 at 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 districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts annually assess the physical fitness of students in grade three 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 various ability levels of students.
 - (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.
- (c) Knowledge and skills.
- (1) Movement patterns and movement skills. While participating in physical activity, the physically literate student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:
 - (A) apply physiological and fitness principles related to exercise and training including warm-up and cool-down, overload, frequency, intensity, time, and specificity; and
 - (B) apply basic biomechanical principles related to exercise and training including force, leverage, and type of contraction.
 - (2) Performance strategies. During physical activity, the physically literate student applies skills, techniques, and safety practices associated with physical activity. The student is expected to:
 - (A) apply procedures to ensure safety;
 - (B) apply appropriate practices and procedures to improve skills in various fitness activities;
 - (C) perform skills and appropriate techniques at a basic level of competency;
 - (D) modify movement during performance using appropriate internal and external feedback; and
 - (E) explain various methods to achieve personal fitness including interval training, circuit training, HITT training, and functional fitness training.
 - (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 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 emotional health concepts;
 - (B) recognize that improvement is possible with appropriate practice;
 - (C) recognize and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways;
 - (D) accept successes and performance limitations of self and others by exhibiting appropriate behavior and response; and
 - (E) evaluate the use of technology for the benefit of and detriment to 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 as a consumer;
 - (C) explain the relationship between nutritional practices and physical activity;
 - (D) explain the risks of over training;
 - (E) evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements; and
 - (F) analyze how nutrition, exercise, and other factors impact body composition.

§116.53. Lifetime Recreation and Outdoor Pursuits (One Credit).

- (a) General requirements. There is no recommended prerequisite for 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” (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 (ASCD) and the National Academy of Medicine (NAM) support that physical education taught at a developmentally appropriate level: improves physical fitness and skill development; supports and improves academic achievement; reinforces self-discipline and teachers 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 TEKS 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 purpose 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, student assessment, and 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 percent 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 at 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 districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts annually assess the physical fitness of students in grade three 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 various ability levels of students.
 - (5) The Lifetime Recreation and Outdoor Pursuits course provides opportunities to develop competency in five or more life-long recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits will participate in activities that promote physical literacy, promote respect for and connection to nature and the environment, and promote opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.
- (c) Knowledge and skills.
- (1) Movement patterns and movement skills. The student demonstrates competency in five or more life-long recreational and outdoor pursuits such as backpacking, camping, hiking, navigation, water sports, paddle sports, boater education, water safety education, angler education, hunter education, archery, outdoor survival and safety, climbing, adventure activities, challenge course or team building, lawn games, skating, skiing, cycling, and disc sports. The student is expected to:
 - (A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits;
 - (B) apply the rules and strategies of an activity; and
 - (C) design a conditioning program for the selected activity.
 - (2) Performance strategies. The physically literate student applies movement concepts and principles to the learning, development, and execution of motor skills. The student is expected to:
 - (A) modify movement during performance using appropriate internal and external feedback; and
 - (B) identify critical elements for a successful performance during a specific activity.
 - (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;
 - (B) demonstrate appropriate etiquette for activities;
 - (C) describe the benefits outdoor pursuits provide for social and emotional health;
 - (D) evaluate the use of technology for the benefit of and detriment to social and emotional health;
 - (E) analyze and summarize critical information on the mental, social and emotional health benefits of engagement in outdoor pursuits; and
 - (F) 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 lifetime recreation and outdoor pursuits;
 - (B) describe how sleep is essential to optimal performance and recovery;
 - (C) explain and follow safety procedures during lifetime recreation and outdoor pursuits;
 - (D) identify and apply the health-related fitness principles to lifetime recreation and outdoor pursuits;
 - (E) analyze the strengths and weaknesses of lifetime recreation and outdoor pursuits and 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.

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§116.54. Skill-Based Lifetime Activities (One Credit).

- (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” (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 (ASCD) and the National Academy of Medicine (NAM) support that physical education taught at a developmentally appropriate level: improves physical fitness and skill development; supports and improves academic achievement; reinforces self-discipline and teachers 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 TEKS 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 purpose 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, student assessment, and 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 percent 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 at 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 districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts annually assess the physical fitness of students in grade three 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 various ability levels of students.
 - (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 will experience opportunities that promote physical literacy and lifetime wellness. Students in Skill-Based Lifetime Activities will participate in a minimum of one lifelong activity from each of the following five categories during the course.
 - (A) Target games are activities in which students send an object toward a target.
 - (B) Striking and fielding games are activities in which students strike an object in order to score points within a game.
 - (C) Fitness activities provide opportunities for students to apply fitness principles to accomplish an objective.
 - (D) Rhythmic activities provide opportunities for students to demonstrate or create movement sequences with rhythm.
 - (E) Innovative games and activities with international significance are those games and activities that use new or innovative equipment, have been created by students, or are played internationally.
- (c) Knowledge and skills.
- (1) Movement patterns and movement skills. The physically literate student applies movement skills while participating in a minimum of five lifelong activities including one from each of the following categories: target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance. The student is expected to:
 - (A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf;
 - (B) exhibit a level of competency in one or more striking and fielding activities such as kickball, softball, baseball, and racquet sports;
 - (C) exhibit a level of competency in one or more fitness activities which promote cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility;
 - (D) exhibit a level of competency in one or more rhythmic activities; and
 - (E) exhibit a level of competency in one or more innovative games and activities with international significance such as cricket, futsal, speed ball, and team handball.
 - (2) Performance strategies. The physically literate student applies tactics and strategies to be successful in skill-based lifetime activities. The student is expected to:
 - (A) perform skills and strategies consistently;
 - (B) modify movement during performance using appropriate internal and external feedback;
 - (C) describe appropriate practice procedures to improve skill and strategy in a sport;
 - (D) identify the critical elements for successful performance;

- (E) demonstrate officiating techniques including hand signals, verbal communication, and application of rules to ensure safe participation in activities; and
 - (F) keep score accurately during games or activities.
- (3) Health, physical activity, and fitness. The physically literate student applies knowledge of health and fitness principles to the 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.
- (4) Social and emotional health. The physically literate student applies principles for social and emotional health to participation in skill-based lifetime activities. The student is expected to:
- (A) acknowledge good play from an opponent during competition;
 - (B) accept the roles and decisions of officials;
 - (C) accept successes and performance limitations of self and others;
 - (D) accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment, while officiating; and
 - (E) respond to challenges, successes, and failures in physical activities in socially appropriate ways.
- (5) Lifetime wellness. The physically literate student applies wellness principles to participation in skill-based lifetime activities. The student is expected to
- (A) select and participate in skill-based lifetime activities that provide for enjoyment and challenge; and
 - (B) describe how sleep is essential to optimal performance and recovery.