

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Physical Education, Lifetime Wellness Strand

These recommendations reflect revisions to the physical education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education's TEKS work group for the lifetime wellness strand. This document reflects the recommendations for kindergarten—grade 8. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location). Additions are shown in green font with underlines (additions).

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

WGD—student expectation from the current TEKS that Work Group D has recommended to add to the strand

Strand: Lifetime wellness

Substrand: Application of lifetime wellness

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
<p>Consumer awareness</p> <p><u>The student develops an understanding of external influences that affect lifetime wellness</u></p>	(A)					<p><u>WG D 6.4.I recognize how images of the human body, as presented by the media, may affect perception of body image</u></p> <p><u>WG D 6.4.H. recognize how outside influences affect decisions about care of the body</u></p>	<p><u>WG D 6.4.I recognize how images of the human body, as presented by the media, may affect perception of body image</u></p> <p><u>WG D 6.4.H. recognize how outside influences affect decisions about care of the body</u></p>	<p>6.4.H. analyze <u>recognize how ways</u> outside influences, such as media and peers, affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure;</p> <p>6.4.I. recognize how <u>that idealized</u> images of the human body, and <u>performance</u> as presented by the media, may affect <u>perception of personal body image not be appropriate to imitate.</u></p>	<p><u>WG D 6.4.H. analyze how outside influences, such as media and peers, affect decisions about care of the body</u></p> <p><u>WG D 6.4.I. analyze how images of the human body, as presented by the media, may affect perception of personal body image</u></p>	<p><u>WG D 6.4.H. analyze how outside influences, such as media and peers, affect decisions about care of the body</u></p> <p><u>WG D 6.4.I. analyze how images of the human body, as presented by the media, may affect perception of personal body image</u></p>	<p>Needs to be extended to HS Course LFWP with upper level blooms words</p> <p>In High School Courses: *Identify ways to combat peer and media pressure and body image</p> <p>WG D identified 4th grade as where this topic is “Emerging”</p> <p>VA – no previous TEKS for 4th, 5th, 7th & 8th grade</p> <p>6th Grade: Streamlined and clarified</p> <p>Our work supports content advisors recommendations</p>
<p>Values and engages in physical activity</p> <p><u>The student values and engages in physical activity both in the school and community settings.</u></p>	(F)	<p><u>WG D participate actively in Physical Education class in response to instruction</u></p>	<p><u>WG D engage actively in Physical Education class in response to instruction</u></p>	<p><u>WG D engage actively in Physical Education class in response to instruction</u></p>	<p><u>WG D engage actively in Physical Education class without continuous teacher prompting</u></p> <p><u>WG D 3.3.E. identify opportunities for participation in physical activity in the school and community such as little league and parks and recreation.</u></p>	<p><u>WG D engage actively in Physical Education class both teacher directed and independent activities such as skill development stations</u></p> <p><u>WG D 4.3F. identify opportunities for participation in physical activity in the school and community such as little league and parks and recreation.</u></p>	<p><u>WG D engage actively in Physical Education class both teacher directed and independent activities such as skill development stations</u></p> <p><u>WG D 4.3F. identify opportunities for participation in physical activity in the school and community</u></p>	<p>6.3.A. identify opportunities in the school and community for regular participation in physical activity;</p> <p>6.3.B. participate in moderate to vigorous health-related physical activities daily on a regular basis;</p>	<p>7.3.B. identify favorite lifelong physical activities;</p> <p><u>WG D 6.3.A. identify opportunities in the school and community for regular participation in physical activity;</u></p> <p>7.3.C. participate in moderate to vigorous health-related physical activities <u>20-60</u></p>	<p>8.3.B. identify opportunities in the school and community for regular participation in physical activity;</p> <p>8.3.C. participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities;</p> <p>8.3.E. participate in moderate to</p>	<p>K-5 Taken from the National Standards</p> <p>VA 7.3B was removed because it was not scaffolded with 6th and 8th grade</p> <p>Changed to 20-60 minutes in 7th & 30-60 minutes in 8th grade to specify “regular basis” based on national standards recommendations</p>

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									minutes daily on a regular basis;	vigorous health related physical activities ies 30-60 minutes daily for a sustained period of time on a regular basis; 8.3.F. maintain healthy levels of flexibility;	Removed 8.3F because WGD believes it should be in Strand 3 (Health & Physical Activities/Fitness) WG D felt it was best to consolidate community engagement with this topic. Our work supports content advisors recommendations Follows 28.002(d)
Self-expression, enjoyment and challenge <u>The student understands the importance of a lifestyle that provides opportunities for self-expression, enjoyment and challenge.</u>	(B)	K.3.A. describe and select physical activities that provide opportunities for enjoyment and challenge; <u>WG D identify and select physical activities that are enjoyable</u>	1.3.A. describe and select physical activities that provide opportunities for enjoyment and challenge; <u>WG D identify and select physical activities that result in positive feelings.</u>	2.3.A. describe and select physical activities that provide opportunities for enjoyment and challenge; <u>WG D identify and select physical activities that provide the opportunity for self expression</u>	3.3.A. describe and select physical activities that provide for enjoyment and challenge; <u>WG D identify and select physical activities that provide age appropriate challenge</u>	<u>WG D reflects on the reasons for enjoying selected physical activities and the reasons for enjoying age appropriate challenges</u>	<u>WG D ranks the enjoyment of participating in selected physical activities and age appropriate challenges</u>	<u>WG D analyze different physical activities for enjoyment and challenge</u>	7.3.B. identify favorite lifelong physical activities; <u>WG D identify reasons why self-selected physical activities are enjoyable</u>	8.3.A. describe and select physical activities that provide for enjoyment and challenge; <u>WG D explain the relationship between enjoyment and self-expression</u>	Language added and deleted for vertical alignment. K-8th grade additions from the National Standards. VA K-8 Our work supports content advisors recommendations
Health-related benefits <u>The student comprehends the long term benefits of regular physical activity</u>	(C)	<u>WG D recognize that when you move fast, your heart beats faster and you breathe faster</u>	1.4.A. distinguish between active and inactive lifestyles; <u>WG D identify the heart as a muscle that grows stronger with exercise, play and regular physical activity</u>	2.4.A. identify how regular physical activity strengthens the heart, lungs, and muscular system;	3.4.A. describe the long term effects of regular physical activity on the heart;	4.4.F. explain the link between physical activity/inactivity and health such as reduce stress and burn calories; <u>WG D describe the long term effects of regular physical activity on the cardiorespiratory</u>	<u>WG D describe the long term effects of regular physical activity on the cardiorespiratory, muscular, skeletal, and nervous systems</u>	6.3.C. establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests;	7.4.A. list long term physiological and psychological benefits that may result from regular participation in physical activity; 7.4.G. describe and predict the effects of fitness-related stress management	8.4.A. list long term physiological and psychological benefits that may result from regular participation in physical activity; 8.4.F. describe and predict the effects of stress management	K & 1 st Grade additions were from the National Standards. 4 th and 5 th = scaffold from previous grades 6 th -8 th strikethroughs thought to be addressed in

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						<u>and muscular systems.</u>		<u>WG D describe the effects of regular physical activity on mental health and metabolism</u>	techniques on the body; <u>WG D analyze the short and long term effects of regular physical activity on body systems</u>	techniques on the body; <u>WG D analyze the short and long term effects of regular physical activity on body systems</u>	Social/Emotional Health Strand and Health/Physical Activity Strand Changes made for clarification K-8 th = VA Our work supports content advisors recommendations
Social interaction	(D)								7.7.E. recognize the role of games, sport, and dance in getting to know and understand others.		Removed because WG D felt as it was covered in the Social/Emotional Health Strand
Community engagement	(E)				3.3.E. identify opportunities for participation in physical activity in the community such as little league and parks and recreation.	4.3.A. describe and select physical activities that provide for enjoyment and challenge; 4.3.F. identify opportunities for participation in physical activity in the community such as little league and parks and recreation.	5.3.C. explain the value of participation in community physical activities such as little league and parks and recreation.	6.3.A. identify opportunities in the school and community for regular participation in physical activity;		8.3.B. identify opportunities in the school and community for regular participation in physical activity;	Consolidated with the topic of "Values and Engages Physical Activity" above.