



Physical Health and Development, Prekindergarten- Grade 2

Age / Grade Level	Prekindergarten-PK3/PK4	Kindergarten	Grade 1	Grade 2
Standards	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
Domain(s) / Content Area	IX. Physical Development Domain	Physical Education*	Physical Education*	Physical Education*
Sub-Domains / Strands	A. Gross Motor Development B. Fine Motor Development C. Personal Safety and Health	Physical Education 1. Movement Patterns and Movement Skills 2. Performance Strategies 3. Health, Physical Activity, and Fitness	Physical Education 1. Movement Patterns and Movement Skills 2. Performance Strategies 3. Health, Physical Activity, and Fitness	Physical Education 1. Movement Patterns and Movement Skills 2. Performance Strategies 3. Health, Physical Activity, and Fitness

* Refers to the **Physical Education TEKS** implemented in the 2022-2023 school year.

Note: Any Physical Education TEKS that do not appear in this vertical alignment are included on our Health and Wellness vertical alignment document.

Fine Motor

Prekindergarten-PK3 IX.B. Fine Motor Development	Prekindergarten-PK4 IX.B. Fine Motor Development	Kindergarten K(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:	Grade 1 1(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:	Grade 2 2(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.	PK4.IX.B.1. Child shows control of tasks that require small-muscle strength and control.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.	PK4.IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.	K(3)(B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground. K(3)(F) volley a lightweight object to self.	1(3)(F) volley a lightweight object to self and partner.	2(3)(F) volley a lightweight object with consecutive hits to self or partner.

GROSS MOTOR- Locomotor Skills

Prekindergarten-PK3 IX.A. Gross Motor Development	Prekindergarten-PK4 IX.A. Gross Motor Development	Kindergarten K(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:	Grade 1 1(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:	Grade 2 2(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:
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(1)(A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking.	1(1)(A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping.	2(1)(A) practice and apply correct technique while hopping, galloping, running, sliding, and skipping.
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(1)(B) practice correct technique while jumping in place, forward and backward, and side to side.	1(1)(B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance.	2(1)(B) demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position.
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling. PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation. PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(1)(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills.	1(1)(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills.	2(1)(C) demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition.
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(1)(D) spin and roll at different levels, speeds, and positions.	1(1)(D) spin and roll at different levels, speeds, and positions.	2(1)(D) spin and roll at different levels, speeds, and positions.

GROSS MOTOR- Non-Locomotor Skills

Prekindergarten-PK3 IX.A. Gross Motor Development	Prekindergarten-PK4 IX.A. Gross Motor Development	Kindergarten K(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:	Grade 1 1(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:	Grade 2 2(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to:
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(2)(A) maintain balance while bearing weight using different bases of support.	1(2)(A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions.	2(2)(A) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds.
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(2)(B) practice bending, stretching, twisting, and curling while maintaining balance.	1(2)(B) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.	2(2)(B) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying.

GROSS MOTOR-Manipulative Skills

Prekindergarten-PK3 IX.A. Gross Motor Development	Prekindergarten-PK4 IX.A. Gross Motor Development	Kindergarten K(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:	Grade 1 1(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:	Grade 2 2(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(A) self-toss an object and throw underhand with opposite foot forward.	1(3)(A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target.	2(3)(A) demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground.	1(3)(B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object.	2(3)(B) demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(C) practice dribbling with one hand.	1(3)(C) practice dribbling continuously with one hand while stationary using preferred hand.	2(3)(C) demonstrate key elements of hand dribbling while walking.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(D) tap a ball using the inside of the foot.	1(3)(D) tap or dribble a ball using the inside of the foot while walking.	2(3)(D) dribble a ball with control using both feet while walking.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(E) kick a stationary ball from a stationary position.	1(3)(E) approach and kick a stationary ball.	2(3)(E) kick a moving ball using a continuous running approach.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(F) volley a lightweight object to self.	1(3)(F) volley a lightweight object to self and partner.	2(3)(F) volley a lightweight object with consecutive hits to self or partner.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(G) strike a lightweight object using hand or short-handled implement.	1(3)(G) strike an object using a short-handled implement, projecting the object upward.	2(3)(G) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(H) jump at least once with a self-turned rope.	1(3)(H) jump consecutively with a self-turned rope.	2(3)(H) jump forward and backward with a self-turned rope.
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(3)(I) demonstrate swinging a long rope back and forth with a partner.	1(3)(I) turn a long rope.	2(3)(I) demonstrate turning and jumping a long rope.

GROSS MOTOR- Spatial and Body Awareness

Prekindergarten-PK3 IX.A. Gross Motor Development	Prekindergarten-PK4 IX.A. Gross Motor Development	Kindergarten K(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:	Grade 1 1(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:	Grade 2 2(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(4)(A) differentiate between personal and general space while moving to simple rhythms and maintaining balance.	1(4)(A) move in personal and general space to rhythms and beats while maintaining balance.	2(4)(A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space.
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(4)(B) demonstrate a variety of pathways, shapes, and levels while maintaining balance.	1(4)(B) travel over, under, around, and through using a variety of pathways, shapes, and levels.	2(4)(B) combine pathways, shapes, and levels into simple sequence.
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	PK4.IX.A.1. Child demonstrates coordination and balance in isolation.	K(4)(C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance.	1(4)(C) differentiate between fast and slow speeds, strong and light force, and various directions.	2(4)(C) combine speed and direction as directed by the teacher.

GROSS MOTOR- Rhythmic Activities

Prekindergarten-PK3 IX.A. Gross Motor Development	Prekindergarten-PK4 IX.A. Gross Motor Development	Kindergarten K(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to:	Grade 1 1(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to:	Grade 2 2(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to:
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(5) mirror and follow teacher movement and basic rhythm patterns.	1(5) mirror and follow teacher movement and basic rhythm patterns in four counts.	2(5) demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts.

PERFORMANCE STRATEGIES

Prekindergarten-PK3 IX.A. Gross Motor Development	Prekindergarten-PK4 IX.A. Gross Motor Development	Kindergarten K(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. The student is expected to:	Grade 1 1(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. The student is expected to:	Grade 2 2(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. The student is expected to:
PK3.IX.A.2 Child engages in movement sequences with adult support.	PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.	K(6)(A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed. K(6)(B) practice the correct techniques for motor development skills following teacher direction.	1(6)(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games. 1(6)(B) identify and follow teacher instructions to improve performance for specific motor development skills.	2(6)(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle, and high levels with appropriate speed and direction. 2(6)(B) participate in appropriate drills and activities that enhance the learning of specific motor development skills.

HEALTH, PHYSICAL ACTIVITY, AND FITNESS

Prekindergarten-PK3 IX.A. Gross Motor Development	Prekindergarten-PK4 IX.A. Gross Motor Development	Kindergarten K(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: K(10) 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:	Grade 1 1(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: 1(10) 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:	Grade 2 2(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: 2(10) 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:
No PK3 outcomes for this skill.	PK4.IX.C.3 Child identifies good habits of nutrition and exercise.	K(8)(A) discuss the immediate effect of physical activity on the heart and lungs.	1(8)(A) identify the immediate effect of physical activity on the heart and lungs.	2(8)(A) list the benefits of regular physical activity on the heart and lungs.
No PK3 outcomes for this skill.	PK4.IX.C.3 Child identifies good habits of nutrition and exercise.	K(8)(B) describe the importance of daily active play.	1(8)(B) explain the importance of warm-ups and cool-downs for physical activity.	2(8)(B) define frequency and endurance as it relates to physical activities.
No PK3 outcomes for this skill.	PK4.IX.C.3 Child identifies good habits of nutrition and exercise.	K(8)(C) participate in exercises that promote health-related fitness. K(10)(A) recognize that eating a variety of foods produces energy for physical activity.	1(8)(C) demonstrate exercises that promote health-related fitness. 1(10)(A) identify healthy foods that produce energy for physical activity.	2(8)(C) demonstrate correct technique of exercises that promote health-related fitness. 2(10)(A) identify the types of food that produce energy to enhance physical activity.

HEALTH, PHYSICAL ACTIVITY, AND FITNESS

Prekindergarten-PK3 N/A	Prekindergarten-PK4 N/A	Kindergarten K(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:	Grade 1 1(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:	Grade 2 2(8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
No standard present in the vertical	No standard present in the vertical	K(8)(A) discuss the immediate effect of physical activity on the heart and lungs.	1(8)(A) identify the immediate effect of physical activity on the heart and lungs.	2(8)(A) list the benefits of regular physical activity on the heart and lungs.
No standard present in the vertical	No standard present in the vertical	K(8)(B) describe the importance of daily active play.	1(8)(B) explain the importance of warm-ups and cool-downs for physical activity.	2(8)(B) define frequency and endurance as it relates to physical activities.