

Physical Education TEKS Review Work Group C Recommendations

NOTE: Recommendations as of February 20, 2020. These recommendations are pending final edits by the work group.

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Physical Education, High School Courses

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 physical education high school courses. This document reflects the recommendations for revisions to the current TEKS for Foundations of Personal Fitness and Adventure/Outdoor Education courses and for a new course, Skill-Based Lifetime Activity, that would replace the current TEKS for Individual Sports and Team Sports.

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).

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§116.52. Lifetime Fitness & Wellness Pursuits ~~Foundations of Personal Fitness~~ (One-Half Credit).

- (a) General requirements. This course is a one semester course that can act as a stand-alone course or as a prerequisite course for innovative courses, such as PE3. This course may fulfill one half credit for the physical education or elective requirements for graduation upon successful completion. ~~This course is the recommended prerequisite for all other physical education courses.~~
- (b) Introduction.
- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Lifetime Fitness and Wellness Pursuits course offers exposure to relevant approaches for the foundation of healthy living, personal fitness and lifetime wellness strategies. Students will acquire the knowledge and skills to show an assessed level of learning for application of these concepts to continue beyond High School. Students will exhibit an understanding of differentiated programs, including components for personal fitness development, lifetime health strategies and overall wellness competencies.
- ~~(2) — Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives students designing their own personal fitness program.~~

**Concepts to cover within the course expectations

Personal Fitness Development

Goals and Assessments

Fitness Plans

Foundation Training Principles (fitness, biomechanical)

Cardiovascular Health (running, cycling, aquatics, dance, recreational...)

Flexibility (yoga, pilates)

Muscular Strength and Endurance programs

Lifetime Health Strategies

Nutrition components

Social/Emotional Health

Analyze the relationship between physical activity and SEL health (attitudes and goals-realistic yet challenging) (responding to success/failures- trying something new)

Wellness

Risk factors (inactivity, negative health choices- disorders, smoking, etc)

Safety practices (participation, cool/warmup, environment)

Application beyond High School

Consumer issues and trends (fitness, training, nutritional, supplemental)

- (c) Knowledge and skills.

- (1) **Movement Patterns and Skills.** While participating in physical activity, the 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 such as

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- warm- up/cool down, overload, frequency, intensity, specificity, or progression;
and
- (B) apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.
- (2) **Performance Strategies Social-development.** During physical activity, the student applies strategies and safety practices associated with physical activity ~~develops positive self- management and social skills needed to work independently and with others.~~ The student is expected to:
- (A) apply rules, procedures, and etiquette; and
- ~~(B) recognize and resolve conflicts during physical activity.~~
- (B) describe appropriate practices and procedures to improve skill and strategy in various fitness activities.
- (C) consistently perform skills, strategies, and rules at a basic level of competency
- (D) use internal and external information to modify movement during performance
- (3) **Health and physical activities/fitness Physical activity and health.** The student applies fitness principles that encompass personal fitness programs, nutrition, technology and environmental awareness ~~safety practices associated with physical activity.~~ The student is expected to:
- (A) demonstrate safety procedures such as proper attire and equipment, environmental awareness ~~spotting during gymnastics and using non-skid footwear;~~
- ~~(B) describe examples and exercises that may be harmful or unsafe;~~
- (B) participate in a variety of activities that develop health-related physical fitness activities such as aerobic exercise to develop cardiovascular efficiency;
- (C) explain the relationship between physical fitness and health;
- (D) demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;
- (E) design and implement a personal fitness program that includes aspects of cardiovascular endurance, muscular strength/endurance, flexibility components;
- (F) exhibit a level of competency in two or more aerobic and non-aerobic activities such as muscular strength and endurance activities;
- (G) identify correctly the critical elements for successful performance within the context of the activity;
- (H) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition;
- (I) select and use appropriate technology tools to evaluate, monitor, and improve physical development;
- (J) describe training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;
- (K) assessment of resting heart rate and active heart rate;
- (L) ~~(C)~~ explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise; and
- ~~(D) identify the effects of substance abuse on physical performance.~~
- (M) describe examples and exercises that may be harmful or unsafe.

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- ~~(4) — Physical activity and health. The student applies fitness principles during a personal fitness program. The student is expected to:~~
- ~~(A) — explain the relationship between physical fitness and health;~~
 - ~~(B) — participate in a variety of activities that develop health-related physical fitness activities such as aerobic exercise to develop cardiovascular efficiency;~~
 - ~~(C) — demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;~~
 - ~~(D) — compare and contrast health-related and skill-related fitness;~~
 - ~~(E) — describe methods of evaluating health-related fitness such as Coopers 1.5 mile run test;~~
 - ~~(F) — list and describe the components of exercise prescription such as overload principle, type, progression, or specificity;~~
 - ~~(G) — design and implement a personal fitness program; and~~
 - ~~(H) — evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.~~
- (4) **Social and Emotional Health.** During physical activity, the student develops positive self-management and social skills needed to work independently and with others. The student is expected to:
- (A) — investigate positive and negative attitudes towards exercise and physical activities;
 - (B) — describe and analyze the relationship between physical activity and social emotional health concepts.
 - (C) — recognize and resolve conflicts during physical activity;
 - (D) — respond to challenges, successes, and failures in physical activities in socially appropriate ways; and
 - (E) — accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice.
- (5) **Lifetime Wellness** ~~Physical activity and health.~~ The student comprehends practices that will impact daily performance, physical activity, and health through lifespan. The student is expected to:
- ~~(A) — investigate positive and negative attitudes towards exercise and physical activities;~~
 - ~~(B) — describe physical fitness activities that can be used for stress reduction;~~
 - (A) ~~(C)~~ explain how over training may contribute to risk factors such as inactivity, negative health choices, eating disorders, and substance abuse problems such as bulimia and anorexia;
 - (B) ~~(D)~~ analyze the relationship between sound nutritional practices and physical activity;
 - (C) ~~(E)~~ identify ~~explain~~ myths associated with physical activity and nutritional practices as a consumer;
 - (D) ~~(F)~~ analyze methods of weight control such as daily nutrition diet, exercise, or combination of both; and
 - (E) — evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, and services, and supplements; and
 - (F) — participate in a personal fitness program that has the potential to provide realistic yet challenging health related fitness goals.
 - ~~(G) — identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health~~

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§116.xx. Lifetime Recreation and Outdoor Pursuits (One-Half Credit). ~~§116.53. Adventure/Outdoor Education (One-Half Credit).~~

(a) General requirements. ~~The~~ There is no recommended prerequisite for this course ~~is Foundations of Personal Fitness.~~

(b) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Students enrolled in ~~adventure outdoor education~~ Lifetime Recreation and Outdoor Pursuits are expected to develop competency in multiple life-long recreational and outdoor ~~education activities~~ pursuits that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that ~~also~~ promote a respect for and connections to nature and the environment and that can be enjoyed for a lifetime. Students will be provided opportunities that enhance self-worth and support community engagement.

(c) Knowledge and skills.

(1) ~~Movement. Movement Patterns/Movement Skills.~~ Movement Patterns/Movement Skills. The student demonstrates competency in ~~two or more multiple life-long recreational and~~ outdoor ~~education activities~~ pursuits such as backpacking, ~~boating~~, camping, hiking, ~~orienteering navigation~~, water/paddling sports, ~~or boating/water safety certification~~, fishing, hunting, archery, gun safety, marksmanship, outdoor survival/safety, climbing, adventure activities, challenge course/team building, lawn games, skating, skiing, cycling, and disc sports. The student is expected to:

(A) demonstrate consistency in the skillful execution of the basic skills ~~of adventure/outdoor education activities in lifetime recreational and outdoor pursuits~~;

(B) demonstrate ~~understanding of~~ the rules, skills, and strategies of an activity and can apply them appropriately; and

(C) ~~develop~~ create an appropriate conditioning program for the selected activity.

(2) ~~Physical activity and health.~~ Performance Strategies. The student applies movement concepts and principles to the learning, ~~and~~ development, and execution of motor skills. The student is expected to:

(A) use internal and external information to modify movement during performance; and

~~(B) develop an appropriate conditioning program for the selected activity; and (redundant with 1C)~~

(C) identify correctly the critical elements for successful performance within the context of the activity.

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(3) ~~Physical activity and health~~ Health and Physical Activities/Fitness. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) select and participate in lifetime recreational and outdoor pursuits ~~adventure/outdoor education activities~~ that provide for enjoyment and challenge;
- (B) analyze and compare health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits ~~adventure/outdoor education activities~~;
- (C) establish realistic yet challenging health-related fitness goals;
- (D) develop and participate in a personal health-related fitness program that has the potential to meet identified goals;
- (E) describe ~~two~~ training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and
- (F) select and use appropriate technology tools to evaluate, monitor, and improve physical development

(4) Social and Emotional Health. The student articulates the benefit of time spent in recreation activities and/or nature to positive mental, social and emotional health. The student is expected to:

- (A) critically evaluate the use of technology as a tool to both the benefit of and detriment to social and emotional well-being.
- (B) design a personal wellness plan that includes time engaging in and/or with nature
- (C) analyze and summarize critical information on the social and emotional health benefits of engagement and exposure to nature
- (D) effectively executes attributes of teamwork such as: leadership, problem-solving, trust, creativity, cooperation, conflict resolution, and communication
- (E) describe the benefits nature provides for self-regulation
- (F) demonstrate appropriate protocols and etiquette for activities
- (G) demonstrates an appreciation for other cultures through various recreational activities (Maybe add such as activities)

~~(4)~~ (5) ~~Physical activity and health~~ Lifetime Wellness. The student knows the relationship between lifetime recreational and outdoor pursuits ~~activities~~ and health. The student is expected to:

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- (A) identify and apply the health-related fitness principles to lifetime recreational and outdoor pursuits activities;
- (B) analyze the strengths and weaknesses of lifetime recreational and outdoor pursuits adventure/outdoor education activities and their effects on a personal fitness program;
- (C) show evidence of developing and maintaining health-related fitness;
- (D) explain and follow safety procedures during lifetime recreational and outdoor pursuits adventure/outdoor education activities;
- (E) list and describe safety equipment used in lifetime recreational and outdoor pursuits activities; and
- (F) design safe and appropriate practices/procedures to improve skill in an activity.

Lifetime Recreation and Outdoor Pursuits TEKS Workgroup C Day Notes:

- The course below represents a new course in Texas High School Physical Education entitled “Lifetime Recreation and Outdoor Pursuits”.
- Despite its being a new course, the existing TEKS for “Adventure/Outdoor Education” were used as a template for the completion of this document.
- During the construction of this document, it was realized that although our group’s charge was to only focus upon the strands of “Movement Patterns/Movement Skills” and “Health and Physical Activities/Fitness”, the leftover information from the old course fit neatly into all five of the new strands. It was decided that rather than deleting that information we would copy/paste it to the new strands. (This would also allow us to have consistent numbering/lettering for the purposes of completing the SE chart.)
- It is the intention of this group (and if we may speak for them, the other two High School Physical Education groups) to create courses that are broad enough in scope to allow local district Physical Education curriculum personnel to select content that is specific to each locality. For example, bouldering may be applicable to the mountains but not the Piney Woods, those around lakes or the coast could pursue more boating, and so on. [In theory, most of the courses currently designated as elective credit-only Innovative Courses could be executed under the framework of one of these new courses as courses resulting in required credit.]
- However, the courses are also meant to be narrow enough that the selected activities are lifetime activities which are individual/small group in nature and are (generally) low-/no-contact to reinforce the “lifetime” participation component. Additionally, the selected activities should demand both skill development and physical fitness, both of which should be **assessed** as part of the course.
- Instructions to add ~~red strikethroughs for deletions~~ and green for additions were strictly followed. However, purple for movement became difficult because some TEKS from the old course were both edited AND moved. Here is what follows:

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- First, you will see how the domains and student expectations for the old Adventure/Outdoor Education course were turned into the strands and student expectations for the new Lifetime Recreation and Outdoor Pursuits course (~~reds~~ and ~~greens~~).
- Second, you will see how those strands and student expectations were then moved (in purple), giving us the correct numbering to complete the framework assignment for 12/17/19.
- Finally, a cleaned up, non-marked, and printable version follows on the final pages.

§116.xx. Lifetime Recreation and Outdoor Pursuits (One-Half Credit).

(a) General requirements. There is no recommended prerequisite for this course.

(b) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Students enrolled in adventure outdoor education Lifetime Recreation and Outdoor Pursuits are expected to develop competency in multiple life-long recreational and outdoor education activities pursuits that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for and connections to nature and the environment and that can be enjoyed for a lifetime. Students will be provided opportunities that enhance self-worth and support community engagement.

(c) Knowledge and skills.

(1) Movement Patterns/Movement Skills. The student demonstrates competency in multiple life-long recreational and outdoor pursuits such as backpacking, camping, hiking, navigation, water/paddling sports, boating/water safety, fishing, hunting, archery, gun safety, marksmanship, outdoor survival/safety, climbing, adventure activities, challenge course/team building, lawn games, skating, skiing, cycling, and disc sports . The student is expected to:

(A) demonstrate consistency in the skillful execution of the basic skills in lifetime recreational and outdoor pursuits;

~~(B) demonstrate the rules, skills, and strategies of an activity and can apply them appropriately; and [Moved to “Performance Strategies”.]~~

~~(C) create an appropriate conditioning program for the selected activity; and [Moved to “Health and Physical Activities/Fitness.”]~~

(2) Performance Strategies. The student applies movement concepts and principles to the learning, development, and execution of motor skills. The student is expected to:

(A) use internal and external information to modify movement during performance; and

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(B) demonstrate the rules, skills, and strategies of an activity and can apply them appropriately; and [Moved from “Movement Patterns/Movement Skills”.]

(C) identify correctly the critical elements for successful performance within the context of the activity.

(3) Health and Physical Activities/Fitness. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

~~(A) select and participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge; [Moved to “Social and Emotional Health.”]~~

~~(A)~~ (A) analyze and compare health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits;

~~(B)~~ (B) establish realistic yet challenging health-related fitness goals;

~~(C)~~ (C) develop and participate in a personal health-related fitness program that has the potential to meet identified goals;

~~(D)~~ (D) develop an appropriate conditioning program for the selected activity; and [Moved from “Performance Strategies.”]

(E) describe training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and

(F) select and use appropriate technology tools to evaluate, monitor, and improve physical development.

(4) Social and Emotional Health. The student articulates the benefit of time spent in recreation activities and/or nature to positive mental, social and emotional health. The student is expected to:

(A) critically evaluate the use of technology as a tool to both the benefit of and detriment to social and emotional well-being.

(B) design a personal wellness plan that includes time engaging in and/or with nature

(C) analyze and summarize critical information on the social and emotional health benefits of engagement and exposure to nature

(D) effectively executes attributes of teamwork such as: leadership, problem-solving, trust, creativity, cooperation, conflict resolution, and communication

(E) describe the benefits nature provides for self-regulation

(F) demonstrate appropriate protocols and etiquette for activities

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(G) demonstrates an appreciation for other cultures through various recreational activities
(Maybe add such as activities)

(5) Lifetime Wellness. The student knows the relationship between lifetime recreational and outdoor pursuits and health. The student is expected to:

- (A) identify and apply the health-related fitness principles to lifetime recreational and outdoor pursuits;
- (B) analyze the strengths and weaknesses of lifetime recreational and outdoor pursuits and their effects on a personal fitness program;
- (C) show evidence of developing and maintaining health-related fitness;
- (D) explain and follow safety procedures during lifetime recreational and outdoor pursuits;
- (E) list and describe safety equipment used in lifetime recreational and outdoor pursuits; and
- (F) design safe and appropriate practices/procedures to improve skill in an activity.

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116.xx. Skill-Based Lifetime Activity (One-Half Credit).

- (a) General requirements. The recommended prerequisite for this course is Physical Education: Health Related Fitness Pursuits
- (b) Introduction.
- (1) Physical Education: Skill-Based Lifetime Activities will teach basic skills, enhance knowledge about sports, exercise, and other forms of physical activity to develop immediate and lifelong benefits and enjoyment of regular physical activity across the lifespan.
 - (2) Students in Physical Education: Skill-Based Lifetime Activities will participate in a minimum of one meaningful lifelong activity from each of the following categories during the course.
 - **Target** (activities in which students send an object toward a target while avoiding obstacles): examples include archery, disc golf, backyard target activities, bowling, golf
 - **Striking/Fielding** (activities in which students score points by striking an object): examples include base games (e. g. softball, baseball), racquet sports
 - **Fitness** (activities in which students apply fitness principles to accomplish an objective): examples include aquatic movement, locomotor movement
 - **Rhythmic** (activities in which students demonstrate and/or create movement sequences with rhythm): examples include dance, jump rope
 - **Global** (activities with international significance in which students participate): examples include cricket, futsal, speed ball, team handball, kin-ball

- (1) **Movement Patterns/Movement Skills**
Students apply movement skills while participating in a variety of skill-based lifetime activities. The student is expected to:

The student is expected to:

- (A) exhibit a level of competency in skill-based lifetime activities.

- (2) **Performance Strategies**
Students apply tactics and strategies to be successful in skill-based lifetime activities.

The student is expected to:

- (A) consistently perform skills and strategies
- (B) use internal and external information to modify movement during performance;

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- (3) **Health and Physical Activities/Fitness**
Students apply knowledge of health and fitness principles to the participation in skill-based lifetime activities.
- (C) describe appropriate practice procedures to improve skill and strategy in a sport;
(D) identify correctly the critical elements for successful performance
(E) demonstrate officiating techniques; and
- The student is expected to:
- (A) analyze and compare health and fitness benefits derived from participating in skill-based lifetime activities;
(B) establish realistic yet challenging health-related fitness goals for selected skill-based lifetime activities;
(C) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities;
- (4) **Social and Emotional Health**
Students apply 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) respond to challenges, successes, and failures in physical activities in socially appropriate ways;
(D) accept successes and performance limitations of self and others;
(E) accept successes and performance limitations of self and others;

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(5) Lifetime Wellness

Students will apply 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;

~~§116.55. Individual Sports (One-Half Credit).~~

~~(a) General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.~~

~~(b) Introduction.~~

~~(1) In Physical Education, students acquire movement knowledge and skills that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.~~

~~(2) Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.~~

~~(c) Knowledge and skills.~~

~~(1) **Movement.** The student develops the ability to participate confidently in individual sports.~~

~~The student is expected to:~~

~~(A) exhibit a level of competency in two or more individual sports that include aquatics, archery, badminton, bicycling, bowling, gymnastics, golf, handball, racquetball, self-defense, table tennis, track and field, weight training, or wrestling; and~~

~~(B) consistently perform skills and strategies and follow rules at a basic level of competency.~~

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~~(2) — **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.~~

The student is expected to:

- ~~(A) — use internal and external information to modify movement during performance;~~
- ~~(B) — describe appropriate practice procedures to improve skill and strategy in a sport;~~
- ~~(C) — develop an appropriate conditioning program for the selected sport; and~~
- ~~(D) — identify correctly the critical elements for successful performance of a sport skill.~~

~~(3) — **Social development.** The student understands the basic components such as strategies, protocol, and rules of individual sports.~~

The student is expected to:

- ~~(A) — acknowledge good play from an opponent during competition;~~
- ~~(B) — accept the roles and decisions of officials;~~
- ~~(C) — demonstrate officiating techniques; and~~
- ~~(D) — research and describe the historical development of an individual sport.~~

~~(4) — **Physical activity and health.** The student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge during individual sports.~~

The student is expected to:

- ~~(A) — select and participate in individual sports that provide for enjoyment and challenge;~~
- ~~(B) — analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;~~
- ~~(C) — analyze and compare health and fitness benefits derived from participating in selected individual sports;~~
- ~~(D) — establish realistic yet challenging~~

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~~health-related fitness goals for selected individual sports;~~

- ~~(E) — explain the interrelatedness between selected individual sports and a personal fitness program;~~
- ~~(F) — describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and~~
- ~~(G) — explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.~~

~~(5) — **Physical activity and health.**~~

~~The student understands and applies safety practices associated with individual sports.~~

~~The student is expected to:~~

- ~~(A) — evaluate risks and safety factors that may affect individual sport preferences;~~
- ~~(B) — identify and follow safety procedures when participating in individual sports; and~~
- ~~(C) — describe equipment and practices that prevent or reduce injuries.~~

~~(6) — **Social development.**~~

~~The student develops positive personal and social skills needed to work independently and with others in individual sports.~~

~~The student is expected to:~~

- ~~(A) — evaluate personal skills and set realistic goals for improvement;~~
- ~~(B) — respond to challenges, successes, and failures in physical activities in socially appropriate ways;~~
- ~~(C) — accept successes and performance limitations of self and others;~~
- ~~(D) — anticipate potentially dangerous consequences of participating in selected individual sports; and~~
- ~~(E) — demonstrate responsible behavior in individual sports such as playing by the rules, accepting lack of skill in others.~~

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116.56. Team Sports (One-Half Credit).

(a) ~~General requirements. The recommended prerequisite for this course is Foundations of Personal Fitness.~~

(b) ~~Introduction.~~

(1) ~~In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.~~

(2) ~~Students enrolled in Team Sports are expected to develop health related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.~~

(c) ~~Knowledge and skills.~~

(1) ~~**Movement skills.** The student demonstrates competency in many movement forms and proficiency in two or more team sports such as basketball, field hockey, flag football, floor hockey, soccer, softball, team handball, or volleyball.~~

~~The student is expected to:~~

(A) ~~demonstrate consistency using all the basic offensive skills of a sport while participating in a game such as dribbling, batting, or spiking competently in a dynamic setting; and~~

(B) ~~demonstrate consistency using all the basic defensive skills of a sport while participating in a game such as guarding, trapping, blocking, fielding, tackling, or goalkeeping competently in a dynamic setting.~~

(2) ~~**Movement skills.** The student applies movement concepts and principles to the learning and development of motor skills.~~

~~The student is expected to:~~

(A) ~~use internal and external information to modify movement during performance;~~

(B) ~~describe appropriate practice procedures to improve skill and strategy in an activity;~~

(C) ~~develop an appropriate conditioning program for the selected activity;~~

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- ~~(3) **Social development.** The student understands the basic components such as strategies, protocol, and rules of structured physical activities.~~
- ~~(D) identify correctly the critical elements for successful performance within the context of the activity; and~~
- ~~(E) recognize that improvement is possible with appropriate practice.~~
- The student is expected to:
- ~~(A) acknowledge good play from an opponent during competition;~~
- ~~(B) accept the roles and decisions of officials;~~
- ~~(C) demonstrate officiating techniques; and~~
- ~~(D) research and describe the historical development of an individual sport.~~
- ~~(4) **Physical activity and health.** The student exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge through team sports.~~
- The student is expected to:
- ~~(A) select and participate in individual sports that provide for enjoyment and challenge;~~
- ~~(B) analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition;~~
- ~~(C) describe the health and fitness benefits derived from participating in selected team sports;~~
- ~~(D) establish realistic yet challenging health-related fitness goals;~~
- ~~(E) develop and participate in a personal fitness program that has the potential to provide identified goals; and~~
- ~~(F) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.~~

Physical Education TEKS Review Work Group C Recommendations

NOTE: Recommendations as of February 20, 2020. These recommendations are pending final edits by the work group.

~~(5) — **Physical activity and health.** The student knows the implications and benefits from being involved in daily physical activity.~~

The student is expected to:

- ~~(A) — discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance;~~
- ~~(B) — explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance; and~~
- ~~(C) — explain the effects of substance abuse on personal health and performance in physical activity.~~

~~(6) — **Physical activity and health.** The student understands and applies safety practices associated with team sports.~~

The student is expected to:

- ~~(A) — evaluate risks and safety factors that may affect sport preferences;~~
- ~~(B) — identify and apply rules and procedures that are designed for safe participation in team sports;~~
- ~~(C) — identify team sports that achieve health-related fitness goals in both school and community settings; and~~
- ~~(D) — participate regularly in team sports.~~

~~(7) — **Social development.** The student develops positive self-management and social skills needed to work independently and with others in team sports.~~

The student is expected to:

- ~~(A) — evaluate personal skills and set realistic goals for improvement;~~
- ~~(B) — respond to challenges, successes, and failures in physical activities in socially appropriate ways;~~
- ~~(C) — accept successes and performance limitations of self and others and exhibit appropriate behavior/responses;~~
- ~~(D) — anticipate potentially dangerous consequences of participating in selected team sports; and~~
- ~~(E) — display appropriate etiquette while participating in a sport.~~