

Physical Education TEKS Proposed Framework by Course/Grade Level

The charge for the meeting was to identify the grade levels and/or courses at which the topics recommended by Work Group A should be taught. In the recommendations, the work group indicated whether each topic or skill would be introduced through direct teacher-led activities with deliberate practice (emerging), refined with practice (maturing), or applied to a variety of physical activity environments (applying). These indicators are intended to provide additional information to subsequent work groups regarding the scope of instruction for a skill, based on whether it is being introduced, refined, or applied.

Emerging: Students receive teacher-led instruction and participate in **deliberate practice tasks that will lead** to skill and knowledge acquisition.

Maturing: Students demonstrate the critical elements of the skills and knowledge components of the grade level outcomes which will **continue to be refined with practice**.

Applying: Students demonstrate the critical elements of the skills and knowledge components of grade level outcomes while **participating in a variety of physical activity environments**.

Proposed deletions to the framework are shown in red font with strikethroughs (~~deletion~~). Additions are shown in green font with underlines (addition).

Abbreviations used for high school courses are Adventure/Outdoor Education (AOE); Aerobic Activities (AA); Foundations of Personal Fitness (FPF); Individual Sports (IS); and Team Sports (TS).

	Substrands	Topics	Subtopics	K	1	2	3	4	5	6	7	8	AOE	AA	FPF	IS	TS	Elementary Comments	Secondary Comments			
Movement patterns/movement skills	Locomotor skills	Hopping, galloping, running, sliding, skipping, and leaping																				
		<u>Leaping</u>	E	E	E	M	A	A												This is a single topic. We broke this out for the purposes of E-M-A progression.		
		<u>Skipping</u>	E	E	M	A	A	A														
		<u>Hopping</u>	E	M	A	A	A	A														
		<u>Sliding</u>	E	M	A	A	A	A														
		<u>Running</u>	E	E	M	A	A	A														
		<u>Galloping</u>	E	M	A	A	A	A														
	Jumping and landing		E	E	E	M	A	A														
	Combinations of locomotor, non-locomotor , and manipulatives						E	E	M	A	A		A	A			A	A				
	Speed, Force (newton's/kinetic chain)									E	M	M		A	A			A	A			
	Non-locomotor skills	Balance and weight transfer		E	E	E	M	A	A													
		Bending, stretching, twisting, and curling		E	E	E	M	M	A													
		Combinations of locomotor , non-locomotor, and manipulatives		E	E	E	E	E	E	M	A	A				A						
	Rhythm and dance	Patterns		E	E	E	M	A	A	A	A	A			A							
		Beat/tempo/rhythm		E	E	E	M	M	A	A	A	A			A							
		Mirroring/following/leading		E	E	E	M	M	A	A	A	A			A							
		Combinations		E	E	E	M	M	A	A	A	A			A							Writing should highlight scaffolding towards grade level outcome
	Spatial/body awareness	Space		E	E	M	A	A	A													
		Pathways, shapes, and levels		E	E	M	A	A	A	M	A	A			A			A	A			Writing should highlight scaffolding towards grade level outcome
		Speed, direction, and force		E	E	M	A	A	A	M	A	A		A	A	A	A	A				Writing should highlight scaffolding towards grade level outcome
Combinations			E	E	E	M	M	A	M	A	A		A	A	A	A	A					
Manipulative skills	Throwing									A	A	A					A	A				
	<u>Underhand Throw</u>		E	E	M	M	M	M													This is a single topic. We broke this out for the purposes of E-M-A progression.	
	<u>Overhand Throw</u>		E	E	E	E	E	M														
	Catching		E	E	E	E	M	A	A	A	A						A	A				
	Dribbling									A	A	A					A	A				
	<u>Hand Dribble</u>		E	E	E	E	M	A													This is a single topic. We broke this out for the purposes of E-M-A progression.	
	<u>Foot Dribble</u>		E	E	E	E	E	M														
	Kicking/ punting (Different styles of kick which include a drop kick, stationary kick, & rolling kick)		E	E	E	E	M	M	A	A	A						A	A				
	Volleying		E	E	E	E	M	A	A	A	A						A	A				
	Striking		E	E	E	E	M	A	A	A	A						A	A				
	Jumping rope		E	E	M	M	A	A	M	A	A			A	A						6th Grade was Maturing as routines are included and complexity level increases	
	Speed, Force		E	E	E	M	M	A	A	A	A		A	A	A	A	A					
	Combinations of locomotor, non-locomotor, and manipulatives		E	E	E	E	M	A	M	A	A		A	A	A	A	A				6th Grade was Maturing as complexity level increases	

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	Substrands	Topics	Subtopics	K	1	2	3	4	5	6	7	8	AOE	AA	FPF	IS	TS	Elementary Comments	Secondary Comments	
Performance strategies	Games/Sports/Activities	Invasion/Target/Net Wall/Fielding/Striking/Cooperative								E	M	M	A*			A	A		Does not apply to all (AOE) - include target and cooperative	
		Chasing/Fleeing/Tag (It is a strategy; see below)														A	A		It is a strategy, see below.	
		Strategies/Tactics/Practice/ and-Performance			E	E	E	M	M	M	A	A	A	A	A	A	A	A		
		Rules/Terminology/Safety		E	E	E	M	A	A	A	A	A	A	A	A	A	A	A		
	Outdoor and Recreational activities	Combinations (and transfer) of skills									E	M	M	A	A	A	A	A		
		Safety/pedestrian										E	E	A						
		Outdoor skills									E	M	M	A	A	A	A	A		
		Adventure skills								E	M	M	A							
		Social-interaction																		
Health and physical activities/fitness	Physical fitness knowledge (health-related fitness and skill-related fitness)	Skill/Mechanics				E	E	E	M	A	A	A	A	A	A	A	A			
		Fitness Principles		E	E	E	E	M	M	M	A	A	A	A	A	A	A	A		
		Anatomy & Physiology				E	E	M	M	A	A	A	A	A	A	A	A	A		
		Components				E	E	E	E	M	M	M	M	A	A	A	A	A		
		Fitness Programs									E	M	M	A	A	A	A	A		
	Personal assessment and program planning	Analyze (data, performance, goals)									E	M	M	A	A	A	A	A		
		Design									E	M	M	A	A	A	A	A		Combine design, implement, and monitor
		Implement									E	M	M	A	A	A	A	A		
			Monitor								E	M	M	A	A	A	A	A		
	Nutrition	Correlation between food and energy					E	E	M	M	M	M	M	A	A	A	A	A		
		Healthy and unhealthy foods		E	E	E	M	M	A											
		Hydration		E	E	E	M	M	M	M	M	M	M	A	A	A	A	A		
			Nutritional replacements and supplements											M	M	M	M	M		
	Technology	Personal Tracking (fitness, assessment, nutrition)				E	E	E	M	M	M	M	M	A	A	A	A	A		
		Monitoring and Evaluating performance				E	E	E	M	M	M	M	M	A	A	A	A	A		
	Environmental awareness-and safety practices	Sun/Bike/Aquatics/Air quality		E	E	E	E	E	E	M	M	M	M	A	A	A	A	A		Accidentally left off.
		Safety/Pedestrian		E	E	E	M	M	A	A	A	A	A	A	A	A	A	A		
Proper Attire & Equipment Safety			E	E	E	M	M	A	A	A	A	A	A	A	A	A	A			
		Injury Preventions								E	M	M	A	A	A	A	A			
		Personal responsibility		E	E	E	E	E	E	M	M	M	A	A	A	A	A			
Social and emotional health	Sportsmanship	Protocols and Etiquette		E	E	E	E	M	M	M	A	A	A	A	A	A	A			
		Working with others		E	E	E	E	M	M	M	A	A	A	A	A	A	A		(Cooperation, conflict resolution, collaboration, problem solving are combined)	
		Cooperation																		
		Conflict-Resolution																		
		Problem-Solving (group-setting)																		
	Self Efficacy	Collaboration																		
		Perseverance				E	E	E	M	A	A	A	A	A	A	A	A	A		
Accepting and providing constructive feedback					E	E	E	M	A	A	A	A	A	A	A	A	A			
		Acceptance of self and others				E	E	E	M	A	A	A	A	A	A	A	A			
		Problem Solving (individual)				E	E	E	M	A	A	A	A	A	A	A	A			
Lifetime wellness	Application of lifetime wellness	Consumer awareness								E	M	M	A	A	A	A	A			
		Self-expression, enjoyment and challenge		E	E	E	E	E	M	M	M	M	M	A	A	A	A	A		
		Health (related) benefits				E	E	E	E	M	M	M	M	A	A	A	A	A		
		Social interaction				E	E	E	M	M	M	M	M	A	A	A	A	A		
		Community engagement				E	E	E	M	M	M	M	M	A	A	A	A	A		
		Values and engages in physical activity		E	E	E	E	E	E	M	M	M	M	A	A	A	A	A		