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

The document reflects revisions to the physical education Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education's TEKS work groups for kindergarten—high school. 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 selfconfidence and self-esteem.
- (2) **[Kindergarten–Grade 5 only]** 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 only]** 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. 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.

Access to age appropriate physical education equipment is essential to quality instruction. Basic, (5) 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, Iollipop 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.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Торіс	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
	· · ·		s movement skills loc							Comments
	The physically literate	student demonstrates	competency in fundan	nental movement patte	erns and proficiency in 	developmentally appro	priate skills <mark>and patterr</mark>	IS.		
			1	1	1			1	1	
Locomotor	develops locomotor	develops locomotor	develops locomotor	develops locomotor						Streamlined because of
Skills:	skills while	skills while	skills while	skills while						repetitive wording
Hopping,	maintaining balance	maintaining balance	maintaining balance	maintaining balance						
galloping, running,										
sliding, skipping,										
leaping, jumping,										
and landing										
Locomotor Skills:	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	Added SE to Kindergarten
Hopping,	attempt proper	demonstrate proper	demonstrate	demonstrate proper	apply proper	apply proper	perform a variety of	perform a variety of	perform a variety of	for VA.
galloping, running,	form in hopping,	form in hopping,	mature form in	mature form in	mature form in in a	mature form in a	locomotor skills and	locomotor skills and	locomotor skills and	Chause vortical alignment
sliding, skipping, leaping, jumping,	galloping, running,	galloping, running,	hopping, galloping,	jogging, hopping,	variety of locomotor	variety of locomotor	combinations in a	combinations in a	combinations in a	Shows vertical alignment and mastery starting in
and landing	<u>sliding, skipping,</u> leaping, and	<u>sliding, skipping,</u>	<u>running, sliding,</u> skipping <u>, leaping,</u>	galloping, running, sliding, skipping,	<u>skills</u> jogging, running, and	skills and combinations	during dynamic setting activities	during dynamic setting activities	during dynamic setting activities	grade 4.
	walking,	galloping leaping,	and walking and	leaping, and walking	leaping; in during	jogging, running,	Setting <u>detivities</u>	Setting <u>detivities</u>	setting <u>activities</u>	
		and walking,	running,		dynamic activities	and leaping in				Consistent wording across
			52			during dynamic				strands
						activities				
Locomotor Skills:	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	Pulled out jumping and
Hopping,	attempt proper	demonstrate proper	demonstrate proper	<u>demonstrate</u>	demonstrate body	demonstrate body	demonstrate	demonstrate	demonstrate	landing to make a new SE
galloping, running,	form in jumping and	form in jumping and	form in jumping and	mature form in	control mature form	control in jumping	<u>mature form</u> in	<u>mature form</u> in	mature form in	
sliding, skipping,	<u>landing</u>	<u>landing</u>	landing	jumping and landing	in jumping and	and landing in both	jumping and landing	jumping and landing	jumping and landing	
leaping, jumping, and landing				at varying levels	landing in both horizontally and	height and distance	horizontally and vertically	horizontally and vertically	horizontally and vertically	
anu lanunig					vertically height and	using key elements	vertically	vertically	vertically	
					distance using key	for creating and				
					elements for	absorbing force,				
					creating and	such as bending				
					absorbing force,	knees, extending				
					such as bending	arms, and landing				
					knees, extending	on both feet				
					arms, and landing	demonstrate				
					on both feet	<u>mature form</u> in				
						jumping and landing				
						horizontally and				
						vertically				

	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	
Торіс	(2) Movement patter	ns and movement skil	ls movement skills nor	n-locomotor skills.						Comments
			edge of concepts, princ opmentally appropriate		ctics related to moven	ent and performance.	The physically literate s	tudent demonstrates o	ompetency in	
Non-locomotor Skills: Balance and weight transfer	(A) maintain balance while bearing weight on <u>using</u> a variety of body parts	(A) maintain 1.2.B. demonstrate a base of support and explain how it affects balance <u>demonstrate control</u> <u>in balancing</u> and traveling <u>activities</u>	(A) demonstrate balance with a partner using various bases of support	(A) demonstrate moving in and out of a balanced position with control	(A) transfer weight along and over equipment with good body control	(A) apply controlled balance on a variety of objects	(A) apply controlled balance in a <u>during</u> dynamic setting <u>activities</u>	(A) apply controlled balance in a <u>during</u> dynamic setting <u>activities</u>	(A) apply controlled balance in a <u>during</u> dynamic setting <u>activities</u>	Struck out with a partner because it was an unnecessary example. Consistent wording across strands
Non-locomotor Skills: Balance and weight transfer		WG C: 1.1.C. demonstrate control in balancing and traveling activities								Moved to strand above for 1 st grade
Non-locomotor Skills: Bending, stretching, twisting, and curling	(B) demonstrate non- locomotor movements including bend <u>ing</u> , stretching, twisting, and curling	(B) demonstrate non-locomotor movements including bending, stretching, twisting, and curling	(B) demonstrate differences among twisting, curling, bending, stretching, twisting, curling, pushing, pulling, and swaying exercises	(B) combine <i>twisting,</i> <i>curling,</i> bending, <u>stretching, <i>twisting,</i> <i>curling,</i> pushing, pulling, and swaying in-a variety of balancing-activities</u>	(B) combine <i>twisting,</i> <i>curling,</i> bending, and stretching, <u>twisting, curling,</u> <u>pushing, pulling,</u> and swaying in a <u>variety of balancing</u> activities	(B) <u>combine</u> twisting, <u>curling, bending,</u> <u>stretching twisting,</u> <u>curling, pushing,</u> pulling, and swaying in a variety of balancing activities	WG D combinetwisting, curling,bending andstretching inbalancing activities.(B)combine twisting,curling,bending,stretching,twisting,curling,pulling,and swayingin-a variety ofbalancing-activities	WG D combine twisting, curling, bending and stretching in balancing activities (B) combine twisting, curling, bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of balancing activities	WG D combine twisting, curling, bending and stretching in balancing activities. (B) combine twisting, curling, bending, stretching, twisting, curling, pushing, pulling, and swaying in-a variety of balancing-activities	Added pushing, pulling, swaying, and stretching to complete the topic.
							In- <u>a variety of</u> balancing-activities		In- <u>a variety of</u> balancing-activities	

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Torio	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
Торіс			ls movement skills ma	•						Comments
	The physically literate manipulative skills.	e <u>student demonstrates</u>	<u>s competency</u> in individ	ual applies movement (concepts and principles	to the learning and de	velopment of manipula	tive skills. <u>developmen</u>	tally appropriate	
Manipulative Skills: Throwing and catching	(A) <u>self-</u> toss a <u>n</u> ball <u>object</u> and catch it before it bounces twice	(A) demonstrate some key elements in <u>self- toss</u> , overhand throw, underhand throw, and catch <u>ing</u>	(A) demonstrate some key elements in <u>self-toss</u> , overhand throw, underhand throw, and catch <u>ing</u>	(A) demonstrate most key elements in <u>self-toss</u> , <u>overhand</u> <u>throw, underhand</u> <u>throw, and catching</u> throwing and <u>catching in a variety</u> <u>of positions</u>	(A) demonstrate key elements in <u>self-</u> <u>toss, overhand</u> <u>throw, underhand</u> <u>throw, and catching</u> throwing and catching during dynamic activities	(A) <u>execute key</u> <u>elements</u> <u>demonstrate</u> <u>mature form in self-</u> <u>toss, overhand</u> <u>throw, underhand</u> <u>throw, throwing</u> and catching in dynamic activities	(A) demonstrate key elements in mature form in self-toss, overhand throw, underhand throw, throwing and catching in dynamic activities	(A) apply key elements in mature form in self-toss, overhand throw, underhand throw, throwing and catching in dynamic activities with distance and accuracy	(A) apply key elements in throwing mature form in self-toss, overhand throw, underhand throw, and catching in dynamic activities with distance and accuracy	Self-toss is different than an underhand throw so it must be included. Consistency of language and VA
Manipulative Skills: Throwing and catching							WG C: 6.1F throw a variety of objects demonstrating the critical elements in practice settings	WG C: throw a variety of objects demonstrating the critical elements in dynamic settings	WG C: throw a variety of objects demonstrating the critical elements in small sided activities	Combined in A
Manipulative Skills: Throwing and catching							WG C: 6.1K catch a variety of objects using the critical elements in practice settings	WG C: 6.1K catch a variety of objects using the critical elements in dynamic settings	WG C: 6.1K catch a variety of objects using the critical elements in small sided activities	Combined in A
Manipulative Skills: Dribbling	(B) explore <u>attempt</u> <u>bouncing</u> , hand dribbling, and foot dribbling	(B) explore demonstrate <u>bouncing</u> , hand dribbling and foot dribbling	(B) demonstrate some key elements of <u>bouncing</u> , hand dribbleing, and foot dribbleing	(B) demonstrate most key elements in hand dribbling and foot dribbling	(B) demonstrate key elements in hand dribbling and foot dribbling in- <u>during</u> dynamic activities	(B) demonstrate <u>mature form</u> competence in hand dribbling and foot dribbling in <u>during</u> dynamic activities	(B) demonstrate key elements mature form in hand dribbling and foot dribbling in during dynamic activities	(B) apply <u>key elements</u> <u>mature form</u> in hand dribbling and foot dribbling in <u>during</u> dynamic activities with control	(B) apply key elements mature form in hand dribbling and foot dribbling in during dynamic activities with control against an opponentwhile preventing an opponent from stealing the ball	Bouncing is a separate skill from dribbling Streamlined language and VA
Manipulative Skills: Dribbling							WG C: 6.11 hand and foot dribble using the critical elements in practice settings.	WG C: 6.11 hand and foot dribble using the critical elements in dynamic settings	WG C: 6.11 hand and foot dribble using the critical elements in small sided activities	

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Торіс	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
. opie		ns and movement skill		-						Comments
	The physically literate manipulative skills.	e <u>student demonstrates</u>	<u>competency</u> in individ	ual applies movement (concepts and principles	; to the learning and de	velopment of manipula	ı tive skills. <u>developmen</u>	tally appropriate	
Manipulative Skills: Kicking/Punting	(C) attempt to kick a stationary ball from a static position	(C) attempt to demonstrate kick <u>ing</u> a stationary ball from a static position	(C) <u>demonstrate the</u> <u>appropriate</u> approach a <u>when</u> <u>kicking a</u> stationary ball using key elements of kicking	(C) <u>demonstrate the</u> <u>appropriate</u> approach <u>when</u> <u>kicking a moving</u> <u>ball. continuously a</u> <u>stationary ball using</u> <u>key elements in</u> <u>kicking and punting</u>	(C) <u>demonstrate the</u> <u>appropriate</u> <u>approach form</u> when kicking and punting continuously a stationary or rolling ball using key elements in kicking and punting in dynamic activities	(C) <u>demonstrate the</u> <u>appropriate form</u> <u>when</u> approach continuously a stationary or rolling ball using key elements in kicking and punting in dynamic activities	(C) demonstrate mature <u>form</u> pattern in key elements of kicking and punting in <u>during</u> dynamic activities	(C) apply <u>key elements</u> <u>mature form</u> in kicking and punting <u>in during</u> dynamic activities with control, distance, and accuracy	(C) apply key elements <u>mature form</u> in kicking and punting in <u>during</u> dynamic activities with control while preventing against an opponent from stealing or blocking the ball	Streamlined language and VA
Manipulative Skills: Kicking/Punting Work Group C							WG C: kicking an object using the critical elements in practice settings	WG C: kicking an object using the critical elements in dynamic settings	WG C: kicking an object using the critical elements in small sided activities	Combined with C
Manipulative Skills: Volleying	(D) volley a lightweight object to self <u>and</u> <u>partner</u> such as balloon, beach ball, or foam ball	(D) volley a lightweight object to self <u>and</u> <u>partner</u> such as balloon, beach ball, or foam ball	2.1.N. demonstrate key elements of volleying with consecutive hits (D) demonstrate key elements in volleying to a wall or partner or over an object or net	3.1.J. demonstrate key elements in volleying with consecutive hits (D) demonstrate key elements in volleying to a wall or partner or over an object or net	(D) demonstrate key elements in volleying with consecutive hits to a wall, <u>or to a</u> partner, or over an object <u>/</u> <u>or</u> net	(D) <u>demonstrate</u> <u>mature form use</u> <u>continuously key</u> <u>elements</u> in volleying with <u>consecutive hits</u> to a wall, to a partner, or over an object <u>for</u> net	(D) <u>demonstrate</u> <u>mature form use</u> <u>continuously key</u> <u>elements</u> in volleying with <u>consecutive hits</u> to a wall, to a partner, or over an object <u>-or</u> net	(D) apply key elements <u>mature form</u> in volleying with consecutive hits to a wall, to a partner, or over an object/net with accuracy in <u>during</u> -small sided games or activities	(D) apply key elements mature form in volleying with consecutive hits to a wall, to a partner, or over an object/net with accuracy in during small sided games or activities	
Manipulative Skills: Volleying Work Group C							WG C: 6.1.J. keep an object in the air without catching it using the critical elements in practice settings	WG C: Keep an object in the air without catching it using the critical elements in dynamic settings	WG C: Keep an object in the air without catching it using the critical elements in small sided activities	Combined with D

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
Торіс	(3) Movement patter	rns and movement skill	ls movement skills mai	nipulative skills.						Comments
	The physically literate	e student demonstrates	competency in individ	ual applies movement (concents and principles	to the learning and de	velopment of manipula	tive skills, developmen	tally appropriate	
	manipulative skills.		<u>reompeterey</u> in individ					acterophen		
	(E)	(E)	(E)	(E)	(E)	(E)		(E)	(E)	Streamlined language and
	explore attempt	explore attempt	demonstrate key	demonstrate key	demonstrate	<u>demonstrate</u>	demonstrate key	apply mature form	apply mature form	VA
	elements of <u>in</u>	elements of <u>in</u>	elements of in	elements in striking	consistent key	mature form in	elements of striking	in striking an object	in striking an object	
	striking using a	striking using <u>a</u>	striking a n	a <mark>n</mark> <u>moving</u> object	elements in striking	strik <mark>eing an object a</mark>	an object with an	with speed,	with speed,	
	lightweight object	hand, or short-	stationary object off	with a <u>hand or short</u>	an object with a	stationary or	implement in	accuracy, force, and	accuracy, force, and	
	or hand	handled implement	the ground or	or long handled	hand, or short or	moving ball with a	dynamic activities	distance during	distance during	
Manipulative		or hand	elevated surface	implement ,	long handled	hand, or short or	(E)	dynamic activities.	dynamic activities	
Skills:			with a <u>hand or</u>	including hitting a	implement ,	long handled	<u>demonstrate</u>	demonstrate key	apply key elements	
Striking			short- <u>or</u> long-	ball off an object such as a hockey	including hitting a ball off an object	implement, including hitting a	mature form in	elements of striking	of striking an object	
			handled implement	stick, golf club, or	such as a hockey	moving ball such as	striking- an object	an object with an	with an implement	
			ball off an object	bat	stick, golf club, or	a hockey stick, golf	with a hand or	implement in	in dynamic activities	
			such as a tee or a	Dat	bat in during	club, or bat in	handled implement,	dynamic activities	with distance and	
			cone		dynamic activities	during dynamic	during dynamic	, with distance and	accuracy in small	
			conc		aynaine activities	activities	activities	accuracy	games setting	
							WG C: 6.1G,	WG C: strike an	WG C: strike an	Combined with E
							strike an object with	object with	object with	
Manipulative							accuracy, speed, or	accuracy, speed, or	accuracy, speed, or	
Skills:							force using an	force using an	force using an	
SKIIIS.							implement using	implement with the	implement with the	
Striking							the critical elements	critical elements in	critical elements in	
							in a practice setting	a dynamic setting	small sided	
							in a practice setting	a aynamic setting	activities	
									uctivities	
	(F)	(F)	(F)	(F)	(F)	(F)	(F)	apply jump rope	apply jump rope	Streamlined language and
	Explore attempt	attempt jumping	<u>demonstrate</u>	demonstrate key	demonstrate key	demonstrate key	apply jump rope	skills to a variety of	skills to a variety of	VA
	jumping <u>a self-</u>	consecutively with a	jump <u>ing</u>	elements of	elements of	elements of	skills to a variety of	fitness related	fitness related	
	<u>turned</u> patterns	self-turned rope	consecutively with a	jumping a self-	jumping a self-	jumping a self-	fitness-related	activities such as	activities such as	
	over an object such		self-turned rope	turned rope using a	turned rope	turned rope using a	activities such as	agility, speed, and	agility, speed, and	
	as a rope , hoop, or		using a <u>variety of</u>	variety of	intermediate skills	variety of advanced	that include agility,	endurance	endurance	
Manipulative	line		basic variety of	intermediate skills with an individual or	or in a routines with	skills <u>in a</u>	speed, and			
Skills:			jumps <u>skills</u>		an individual or long	routinewith an	endurance	(F)	(F)	
Jumping rope				long rope	rope	individual or long rope using various		apply jump rope	apply jump rope	
						rope using various rhythms and foot		skills to a variety of	skills to a variety of	
						patterns repeatedly		activities that	activities that	
						putterns repeatedly		include agility,	include agility,	
								speed, and	speed, and	
								<u>endurance</u>	<u>endurance</u>	
					1		L		<u> </u>	

Торіс	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	(3) Movement patter	rns and movement ski	lls movement skills ma	nipulative skills.						Comments
	The physically literate manipulative skills.	e <u>student demonstrate</u>	<u>s competency</u> in individ	ual applies movement	concepts and principles	s to the learning and de	evelopment of manipu	ılative skills. <u>develo</u>	omentally appropriate	
Manipulative Skills: Jumping rope	(G) <u>demonstrate</u> <u>swinging a long</u> <u>rope back and forth</u> <u>with a partner</u>	(G) <u>demonstrate</u> turn <u>ing</u> a long rope consecutively	(G) demonstrate able to turn <u>ing</u> and jump <u>ing</u> a long rope	(G) <u>demonstrate</u> <u>entering and exiting</u> <u>a turned long rope</u>	(G) <u>demonstrate</u> <u>entering, jumping,</u> <u>and exiting a turned</u> <u>long rope</u>	(G) <u>demonstrate</u> <u>entering, jumping</u> <u>using a variety of</u> <u>tricks, and exiting a</u> <u>turned long rope</u>				Long rope was combined with jump rope and we decided to separate it out as a new SE
Manipulative Skills: Jumping rope Work Group C							WG C: 6.1E design and refine a jump rope routine			Covered in F
Manipulative Skills: Combination of locomotor, non- locomotor and manipulatives			combine shapes, levels, and pathways into simple sequences using manipulatives	combine shapes, levels, and pathways into simple sequences using manipulatives with a partner	combine shapes, levels, and pathways into repeatable, complex sequences using manipulatives					Covered in spatial awareness
Manipulative Skills: Combination of locomotor, non- locomotor and manipulatives				combine traveling with manipulative skills such as dribbling, throwing, catching and striking in dynamic activities	4.1.B. catch and throw an object while traveling such as catch a football pass on the run	combines jumping and landing patterns with locomotor and manipulative skill in a variety of activities or games environments				Combined in throwing and catching with dynamic activities

	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	
Торіс	(3) Movement pat	terns and movement	skills movement ski	ll s manipulative skills.						Comments
	The physically liter manipulative skills		ates competency in i	ndividual applies movem	nent concepts and principle	s to the learning and de	evelopment of mani	pulative skills. <u>develo</u>	pmentally appropriate	
Manipulative Skills: Combination of locomotor, non- locomotor and manipulatives					4.2.D. describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump	5.1.K. demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, volleying and striking activities such as hitting a softball				Covered in striking, kicking, etc.
Manipulative Skills: Combination of locomotor, non- locomotor and manipulatives					WG C: 4.2.A identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;	5.2.A. identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw				WG C:4.2.A and 5.2.A moving to Performance strategies , topic: strategies, tactics, practice and performance
Manipulative Skills: Combination of locomotor, non- locomotor and manipulatives						WG C: 5.2.B. identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency				Addressed in striking, kicking, and dribbling

	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	
Торіс	(3) Movement patter	ns and moveme	nt skills movement skills ma	nipulative skills.						Comments
	The physically literate	e <u>student demon</u>	strates competency in individ	ual applies movemer	nt concepts and principles	to the learning and dev	velopment of manipula	itive skills. <u>developmen</u>	tally appropriate	
	manipulative skills.									
					WG C: 4.2.B.	WG C: 5.2.C. choose				Doesn't fit in this substrand
Manipulative Skills:					identify ways	appropriate drills/activities to				Are students really able in
Combination of					movement concepts such as time, space,	enhance the				5 th grade to choose drills?
locomotor, non-					effort, and	learning of a specific				0
locomotor and					relationships can be	skill				
manipulatives					used to refine					
					movement skills					
Manipulative					WG C: 4.2.C. make					
Skills:					appropriate					
Combination of					changes in					
locomotor, non-					performance based					Located in SEL
locomotor and					on feedback					
manipulatives										
Manipulative							6.1(A) perform a	perform a	perform a	
Skills:							combination of skills	combination of skills	combination of skills	
Combinations of							such as locomotor,	such as locomotor,	such as locomotor,	
locomotor, non-							non-locomotor, and	non-locomotor, and	non-locomotor, and	Already address with other
locomotor, and							manipulatives skills	manipulatives skills	manipulatives skills	topics
manipulatives							in dynamic and	in dynamic fitness,	in dynamic fitness,	
Work Group C							rhythmic activities	sport, and rhythmic activities	sport, and rhythmic activities	
							WG C: demonstrate,	WG C: 7.1(F)	WG C: demonstrate,	Addressed in other topics
							without cue, critical	demonstrate,	without cue, critical	such as throwing, catching,
Manipulative							elements in	without cue, mature	elements in	kicking, and striking
Skills:							specialized skills	critical elements in	specialized skills	
Combinations of							including	specialized skills	including	
locomotor, non-							combinations such	including	combinations such	
locomotor, and							as throwing,	combinations such	as throwing,	
manipulatives							catching, dribbling,	as throwing,	catching, dribbling,	
Work Group C							kicking, volleying, and striking in	catching, dribbling,	kicking, volleying,	
							and striking in practice settings	kicking, volleying, and striking in	and striking in small sided activities	
							practice settings	dynamic settings	SINCE ACTIVITIES	
								ay namic settings		

Торіс	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
Topic	(4) Movement patte	rns and movement ski	ills movement patterr	spatial <mark>/</mark> and body a	wareness.					
		e student applies knov shapes, levels, speed, o		iciples, strategies and	I tactics related to move	ment and performanc	e. demonstrates comp	petency in spatial and k	oody awareness.	
Spatial/Body Awareness: Speed and force			vary movement concepts (direction, levels, force, time) with skills as directed by the teacher		apply the movement concepts of speed, endurance and pacing in a variety of activities					Combined in B: speed, direction, and force Move to health related fitness
Spatial/Body Awareness: Speed and force					apply the concepts of direction and force such as striking an object toward a target					Covered in B
Spatial/Body Awareness: Speed and force					apply running for distance	apply appropriate pacing for a variety of running distances				Move to health related fitness
Spatial/Body Awareness: Speed and force						analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in a variety activities or games environments-				Combined in 5 th grade under B
Spatial/Body Awareness: Speed and force Work Group C							demonstrate appropriate generation of speed and force in locomotor skills	7.1.C. apply appropriate generation of speed and force of locomotor skills in dynamic settings	8.1.C. apply appropriate generation of speed and force of locomotor skills in dynamic settings	Moving to performance strategies

	Kindergarten	Grade 1 116.3	Grade 2 116.4	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2			116.5	116.6	116.7	116.22	116.23	116.24	
Торіс		rns and movement ski		· · · · · · · · · · · · · · · · · · ·						Comments
				nciples, strategies and	tactics related to move	ement and performance	e. demonstrates comp	petency in spatial and l	body awareness.	
	Including pathways, s	shapes, levels, speed, c	lirection, and force.							
Spatial/Body Awareness: Speed, direction, and force	(C) travel at demonstrate moving in different speeds and directions	(C) demonstrate <u>moving in</u> different ces in speed <u>s</u> ₇ <u>and</u> direction <u>s</u> , and force	(C) vary speed, direction, and force with gradual increases and decreases combine speed and direction, and force, with skills as directed by the	(C) combine speed, direction, and force, with skills as directed by the teacher	(C) apply speed, and direction, and force in pacing for during dynamic activities running	(C) apply speed, direction, and force to strategy in game situations <u>during</u> <u>dynamic activities</u>	(C) apply speed, direction, and force during dynamic activities	(C) <u>apply speed,</u> <u>direction, and force</u> <u>during dynamic</u> <u>activities</u>	(C) apply speed, direction, and force during dynamic activities	
Spatial/Body Awareness: Speed, direction, and force	K.1.F. demonstrate a variety of directional relationships	demonstrate differences in a variety of directional relationships	teacher 2.1.F. demonstrate a variety of directional relationships in dynamic activities							Combined into C
Spatial/ Body Awareness: Pathways, shapes, levels and spatial awareness	(A) -travel in different ways in a group without bumping into others or falling demonstrate an awareness of personal and general space while moving	(A) demonstrate an awareness of personal and general space while moving at different speeds and directions	(A) demonstrate s locomotor, nonlocomotor, and manipulative movement skills safely <u>in personal</u> and general space	(A) demonstrate locomotor, nonlocomotor, and manipulative skills safely <u>in personal</u> <u>and</u> general space	(A) <u>demonstrate</u> apply the appropriate use of <u>open space and</u> <u>closing concept of</u> <u>open spaces to</u> <u>combination skills</u> <u>in during</u> dynamic activities	(A) -apply appropriate use of space in game environments or dynamic activities demonstrate the appropriate use of open space and closing space during dynamic activities	(A) <u>demonstrate the</u> <u>appropriate use of</u> <u>open space and</u> <u>closing space</u> <u>during dynamic</u> <u>activities</u>	(A) <u>apply the</u> <u>appropriate use of</u> <u>open space and</u> <u>closing space</u> <u>during dynamic</u> <u>activities</u>	(A) <u>apply the</u> <u>appropriate use of</u> <u>open space and</u> <u>closing space</u> <u>during dynamic</u> <u>activities</u>	Vertical alignment and clarification of wording More specific language
Spatial/Body Awareness: Pathways, shapes, levels and spatial awareness				3.1.A. travel using movement skills with variety of speeds and directions in dynamic activities	WG D 3.1.A. travel using movement skills such as forward, sideways, and backwards with variety of speeds and directions in dynamic activities	WG D 3.1.A. travel using movement skills such as forward, sideways, and backwards with variety of speeds and directions and change direction quickly in dynamic activities				Combined with B for same grade level

	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	
Торіс	(4) Movement patte	rns and movement ski	lls movement patterr	spatial / and body av	vareness.		·		·	Comments
	The physically literate Including pathways, s									
	(B)	(B)	(B)	(B)	(B)	(B)				
	<u>demonstrate</u>	demonstrate s	combine <u>pathways</u> ,	combine <u>pathways,</u>	demonstrate apply	demonstrate apply				
Spatial/Body	travels in different	different pathways,	shapes, <u>and</u> levels,	shapes, <u>and</u> levels,	appropriate use of	appropriate use of				
Awareness:	pathways, <u>shapes</u> ,	shapes, and levels	and pathways into	and pathways into	pathways and	pathways and				
Pathways, shapes,	and levels		simple sequences	patternsrepeatable	levels in <u>during</u>	levels in game				
and levels				sequences	dynamic activities	environments or				
						during dynamic				
						activities				

	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	
Торіс	(5) Movement patte	rns and movement ski	ills: movement pattern	<mark>s</mark> rhythm <u>ic</u> activities a	nd Dance .					Comments
	The physically literat <u>combinations.</u>	e student applies knov	vledge of concepts, prii	nciples, strategies and	tactics related to move	ement and performanc	e. <u>demonstrates comp</u>	etency in rhythmic acti	ivities and rhythmic	
Rhythm and Dance: Patterns, beat, tempo, and rhythm					perform a teacher and/or student- designed rhythmic activity with appropriate dance steps and movement patterns	create a rhythmic activity with appropriate dance steps and movement patterns				Added to combinations TEK
Rhythm and Dance: Patterns, beat, tempo, and rhythm							WG C: match and create tempos with body movement	WG C: match and create tempos with peer(s) with body movement	WG C: match and create complex tempos with peer(s) with body movement within a variety of dance styles	Only having one TEK. Most covered in Dance
Rhythm and Dance: Mirroring/following / leading	(B) demonstrate the ability to mirror or <u>and</u> follow teacher movement	(B) demonstrate the ability to <u>mirror and</u> <u>follow teacher</u> <u>movement</u> work with a partner such as leading and following	(B) demonstrate the ability to mirror a partner	(B) demonstrate <u>the</u> <u>ability to lead and</u> <u>follow various step</u> patterns and combinations of movement in repeatable sequences with a partner	(B) perform basic folk- dance steps with a partner demonstrate the ability to lead and follow individually or in a group	(B) perform selected advanced folk dances with a partner demonstrate the ability to lead and follow individually and in a group				Created a VA SE and simplified language
Rhythm and Dance: Mirroring/following / leading Work Group C							WG C: mirror, follow, and lead a partner correctly in simple dance sequences	WG C: mirror, follow, and lead a partner in dance sequences that involve change in direction, speed, and tempo	WG C: mirror, follow, and lead a partner in a wide variety of movement sequences and dance styles	Low level skill that doesn't need to be addressed at middle school level

	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	<u>Grade 6</u> <u>116.22</u>	Grade 7 116.23	Grade 8 116.24	
Торіс	(5) Movement patt	erns and movement	: skills: movement pat	terns rhythm <u>ic</u> activities a	nd Dance.					Comments
	The physically litera	te student applies k	nowledge of concepts	, principles, strategies and	tactics related to move	ement and performanc	e. <u>demonstrates comp</u>	etency in rhythmic acti	vities and rhythmic	
Rhythm and Dance: Combinations				(A) demonstrate various-step patterns and rhythmical combinations of movement in repeatable patterns sequences with a partner	(A) create a movement sequence with a beginning, middle, and end create a rhythmic activity with appropriate dance steps and movement patterns	(A) create and teach a movement sequence create a and teach rhythmic activity with appropriate steps and movement patterns	(A) <u>create and perform</u> <u>rhythmic activity</u> <u>with appropriate</u> <u>steps and</u> <u>movement patterns</u>	(A) <u>create and perform</u> <u>rhythmic activity</u> <u>with appropriate</u> <u>steps and</u> <u>movement patterns</u>	(A) <u>create and perform</u> <u>rhythmic activity</u> <u>with appropriate</u> <u>steps and</u> <u>movement patterns</u>	Patterns are low level that's why those SE are being combined in combinations Added 6-8 for dance with combinations
Rhythm and Dance: Combinations							WG C: 6.1C perform rhythmic patterns that combine locomotor and non- locomotor movements into sequences	WG C: 7.1E design and perform sequences of locomotor and non- locomotor movements in practiced sequences with intentional changes in speed, direction, and flow	WG C: design and perform sequences of locomotor and non-locomotor movements dance steps/movements in practiced sequences with intentional changes in speed, direction, and flow	In SE A above.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Торіс	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	Commonte
		tegies_games <mark>/sports,</mark>								Comments
	The physically literate	e student demonstrate	es competency in perfo	rmance strategies in in	ivasion, target, net or v	wall, fielding, striking, a	and cooperative games	<u>i.</u>		
Strategies/Tactics/ Practice/Performance:	(A) <u>demonstrate the</u> <u>skills of chasing,</u> <u>fleeing, and</u> <u>dodging to avoid or</u> <u>catch others during</u>	(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during	(A) <u>demonstrate apply</u> <u>the</u> skills of chasing, fleeing, and dodging to avoid or catch others <u>during</u>	(A) identify components of games that can be modified to make the games and	(A) <u>recognize</u> <u>fundamental</u> <u>components and</u> <u>strategies of games</u>	(A) <u>demonstrate</u> <u>fundamental</u> <u>components and</u> <u>strategies used in</u> net or wall,	(A) <u>demonstrate</u> <u>fundamental</u> <u>components and</u> <u>strategies used in</u> net or wall,	(A) <u>apply components</u> <u>and strategies used</u> <u>in net or wall,</u> <u>invasion, target,</u> <u>striking, and</u>	(A) <u>apply advanced</u> <u>components and</u> <u>strategies used in</u> <u>net or wall,</u> <u>invasion, target,</u>	Possibly move down in performance SE's New SE's moved up to one SE
Invasion, target, net/wall, fielding, striking, cooperative games	games	games	<u>games</u>	participants more successful recognize fundamental components and strategies of simple games		<u>invasion, target,</u> <u>striking or fielding</u> <u>games</u>	<u>invasion, target,</u> <u>striking, and</u> <u>fielding games</u>	fielding games	<u>striking, and</u> <u>fielding games</u>	Combined in another section for clarity
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games				WG-D-5.6.A. recognize fundamental components and strategies of simple games such as 1 on 1-or small sided games	WG D 5.6.A. recognize fundamental components and strategies of games such as 2 on 2, basic positions of offense or defense	5.6.A. demonstrate fundamental components and strategies used in net/wall, invasion, target, or fielding games such as basic positions- goalie, offense, or defense	WG D 5.6.A. demonstrate components and strategies used in net/wall, invasion, target, and fielding games such as basic positions- offense, or defense	WG D 5.6.A. apply components and strategies used in net/wall, invasion, target, and fielding games such as basic positions offense, or defense;	WG D 5.6.A. apply advanced components and strategies used in net/wall, invasion, target, and fielding games such as basic positions- offense, or defense	
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(C) <u>coordinate</u> <u>movements as an</u> <u>individual or with</u> <u>others to achieve</u> <u>goals</u>	(C) <u>coordinate</u> <u>movements as an</u> <u>individual or with</u> <u>others to achieve</u> <u>goals</u>	(C) <u>coordinate</u> <u>movements as an</u> <u>individual or with</u> <u>others to achieve</u> <u>goals</u>	(C) <u>coordinate</u> <u>movements as an</u> <u>individual or with</u> <u>others to achieve</u> <u>goals</u>	(C) <u>coordinate</u> <u>movements as an</u> <u>individual or with</u> <u>others to achieve</u> <u>goals</u>	(C) <u>coordinate</u> <u>movements as an</u> <u>individual or with</u> <u>others to achieve</u> <u>goals</u>	(C) coordinate movements as an individual or with others to achieve goals	(C) coordinate movements as an individual or with others to achieve goals ;	(C) coordinate movements as an individual or with others to achieve goals	
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(B) <u>identify the</u> <u>relationships</u> <u>between a variety</u> <u>of game skills</u>	(B) <u>identify the</u> <u>relationships</u> <u>between a variety</u> <u>of game skills</u>	(B) <u>identify the</u> <u>relationships</u> <u>between a variety</u> <u>of game skills</u>	(B) <u>identify the</u> <u>relationships</u> <u>between a variety</u> <u>of game skills</u>	(B) <u>identify</u> <u>similar</u> <u>the</u> <u>relationships</u> <u>between a variety</u> <u>of movement</u> <u>elements in sports</u> <u>game</u> <u>skills</u>	(B) <u>identify</u> common phases_the relationships between a variety of game skills including such as <u>preparation</u> , <u>movement</u> , follow <u>through</u> , or and <u>recovery</u> in a	(B) demonstrate appropriate relationships to an opponent in <u>during</u> dynamic game situations such as staying between opponent and goal and moving between opponent and the ball	(B) demonstrate appropriate relationships to an opponent in <u>during</u> dynamic game situations such as staying between opponent and goal and moving between opponent and the ball	(B) demonstrate appropriate relationships to an opponent in-during dynamic game situations such as staying between opponent and goal and moving between opponent and the ball	Brought over from Movement pattern and skills under manipulative skill In 4 C we modified the original TEK to better fit our needs then added those to K-3 for C

	Kindergarten	Grade 1 116.3	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Торіс	116.2		116.4	116.5	116.6	116.7	116.22	116.23	116.24	Comments
		tegies-games /sports/				und findation and the sec				
	The physically literate	<u>e student demonstrate</u>	is competency in perio	ormance strategies in ir	ivasion, target, net or	wall, fielding, striking, a	and cooperative games	<u>.</u>		
						variety of				
						movement skills				
								demonstrate	demonstrate	Already addressed in speed,
								appropriate	appropriate	direction, and force
Strategies/Tactics/								variations of speed,	variations of speed,	
Practice/Performance:								force and direction	force and direction	
Invasion, target,								such as running	such as running	
net/wall, fielding,								sprints, running	sprints, running	
striking, cooperative								distance, throwing	distance, throwing	
games								a disk, jumping,	a disk, jumping,	
								kicking.	kicking.	
	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	
Strategies/Tactics/	identify activities to	identify activities to	<u>demonstrate</u>	<u>demonstrate</u>	modify activities to	modify activities to	modify activities	create and modify	create and modify	
Practice/Performance:	<u>improve</u>	improve	activities to	activities to	<u>improve</u>	<u>improve</u>	that provide	activities that	activities that	
Invasion, target,	performance for	performance for	improve	improve	performance for	performance for	practice of selected	provide practice of	provide practice of	
net/wall, fielding,	selected skills	selected skills	performance for	performance for	selected skills	selected skills	skills to improve	selected skills to	selected skills to	
striking, cooperative			selected skills	selected skills			performance <u>of</u>	improve	improve	
games							selected skills	performance <u>of</u> selected skills	performance <u>of</u> selected skills	
								7.1.F. demonstrate,	8.1.F. demonstrate	Located in movement skills
								without cue, critical	without cue critical	
								elements in	elements in	
								specialized skills	specialized skills	
								related to sports	related to sports	
Stratagios /Tastics /								such as overhand	such as overhand	
Strategies/Tactics/								throw for	throw for	
Practice/Performance:								distance/force,	distance/force,	
Invasion, target,								serving and	serving and	
net/wall, fielding,								bumping,	bumping,	
striking, cooperative								volleyball, shooting	volleyball, shooting	
games								a basketball,	a basketball,	
								shooting a lay-up,	shooting a lay-up,	
								forehand and	forehand and	
								backhand, striking	backhand striking	
								with a racket or	with a racket or	
								club, or batting	club, or batting	

Tonic	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	
Торіс		itegiesgames /sports/ e student demonstrate		rmance strategies in ir	wasion, target, net or v	wall, fielding, striking,	and cooperative game	<u>s.</u>		Comments
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games								7.1.G. combine skills competently to participate in modified versions of team and individual sports	8.1.G. combine skills competently to participate in modified versions of team and individual sports	Located in movement skills and combinations
Rules/Terminology	(E) demonstrate rules, procedures, and safe practices in <u>during</u> games, sports, and activities	(E) demonstrate rules, procedures, and safe practices in <u>during</u> games, sports, and activities	(E) demonstrate rules, procedures, and safe practices in <u>during</u> games, sports, and activities	(E) explain rules, procedures, and safe practices in <u>during</u> games, sports, and activities	(E) explain rules, procedures, and safe practices in <u>during</u> games, sports, and activities	(E) apply rules, procedures, and safe practices in during games, sports, and activities	(E) apply rules, procedures, and safe practices in <u>during</u> games, sports, and activities	(E) apply rules, procedures, and safe practices in during games, sports, and activities	(E) analyze rules, procedures, and safe practices in during games, sports, and activities	
Rules/Terminology			-				4.6.A. distinguish between compliance and noncompliance with rules and regulations		8.7.C. identify and follow rules while playing sports and games	4.6 A and 8.7A in SEL

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Торіс	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
	(7) Performance strat	egiesoutdoor and re	ecreational Activities p	oursuits.						Comments
	The physically literate	student will demonst	rate competency in ou	Itdoor and recreational	pursuits.					
	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	
	explore	explore	explore	identify participate	identify participate	identify participate	demonstrate	demonstrate	demonstrate	
	introductory	introductory	introductory	<u>in</u> introductory	<u>in</u> introductory	<u>in</u> -introductory	introductory	introductory	introductory	
	outdoor <mark>/and</mark> nature	outdoor <mark>/</mark> and	outdoor <mark>/</mark> and	outdoor pursuit	outdoor pursuit	outdoor pursuit	outdoor pursuit	outdoor pursuit	outdoor pursuit	
Outdoor/Adventure	pursuits	nature pursuits	nature pursuits	skills such as rock	skills such as rock	skills such as rock	skills such as rock	skills such as rock	skills such as rock	
Skills				climbing, navigation	climbing,	climbing,	climbing,	climbing,	climbing, navigation	
381115				skills, hiking, paddle	navigation skills,	navigation skills,	navigation skills,	navigation skills,	skills, hiking, paddle	
				sports, archery,	hiking, paddle	hiking, paddle	hiking, paddle	hiking, paddle	sports, archery,	
				cycling, or challenge	sports, archery,	sports, archery,	sports, archery,	sports, archery,	cycling, or challenge	
				courses	cycling, or	cycling, or	cycling, or	cycling, or	courses.	
					challenge courses	challenge courses	challenge courses	challenge courses		

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Tomio	116.2 (8) Health, and phys	116.3 ical activity. ies/ and-fitn	116.4 ess physical fitness kno	116.5 wledge skill <u>s</u> /and mecha	116.6 Inics.	116.7	116.22	116.23	116.24	Comment
Торіс	The physically litera		s competency in the skil	Is and mechanics used du		should know the benef	its from involvement in	daily physical activity ar	nd factors that affect	Comment
Skill/ Mechanics	(A) identify principles of good posture / and-body	(A) identify principles of good posture/and body alignment and	(A) demonstrate principles of good posture <mark>/and</mark> -body	(A) demonstrate and identify principles of good posture/ <u>and</u>	(A) demonstrate , identify and apply principles of good	(A) demonstrate , identify-and apply principles of good	 6.3 Health and physical activities/fitness. The physical literate student should know how to exhibit a health enhancing, physically active lifestyle that provides opportunities for enjoyment and challenge (A) identify correct movement patterns for basic physical 	7.3 Health and physical activities/fitness. The physical literate student should know how to exhibit a health enhancing, physically active lifestyle that provides opportunities for enjoyment and challenge(A) demonstrate, identify and apply principles of good	 8.3 Health and physical activities/fitness. The physical literate student should know how to exhibit a health enhancing, physically active lifestyle that provides opportunities for enjoyment and challenge (A) demonstrate, identify and apply principles of good 	We made one KS for K-8 We made one KS for K-8 Should move to A/P SE should be streamlined across K-8
	alignment and its impact on physical activity and skill	its impact on physical activity and skill	alignment and its impact on physical activity and skill	body alignment and its impact on physical activity and skill	posture <u>/-and</u> body alignment and its impact on physical activity and skill	posture /and -body alignment and its impact on physical activity and skill	activities such as pushups, squat, running, and stretching. demonstrate, identify and apply principles of good posture/and body alignment and their impact on physical activity and skill	posture and body alignment and their impact on physical activity and skill	posture f and-body alignment and their impact on physical activity and skill	
Skill <u>s</u> -and Mechanics	(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) 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) 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) <u>recognize and</u> demonstrate <u>and</u> <u>recognize</u> the importance of lifting and supporting <u>his/her</u> <u>own body</u> weight in selected activities that develop muscular strength and endurance in arms, <u>shoulders, abdomen,</u> <u>back and legs</u>	(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	7.2.D detect and correct errors and skill performance (B) <u>develop and</u> <u>maintain muscular</u> <u>strength and</u> <u>endurance of the</u> <u>arms, shoulders,</u> <u>abdomen, back, and</u> <u>legs</u>	7.2.D detect and correct errors and skill performance (B) develop and maintain muscular strength and endurance	8.2.D detect and correct errors and skill performance (B) develop and maintain muscular strength and endurance	Better VA. Was located in the wrong 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	
Торіс	(8) Health, and ph	ysical activit <u>y, ies/and</u> -fiti	ness physical fitness kn o	owledge skills/and_mecha	nics.	·	•			Comment
		ate student <u>demonstrate</u> nce. The student is expec		ls and mechanics used du	ring physical activity.	should know the benef	fits from involvement in	daily physical activity ar	nd factors that affect	
Skills/							7.2.E-make	7.2.E make	8.2.E make	In SEL page 3 bottom row
Mechanics							appropriate changes	appropriate changes	appropriate changes	
							based on feedback	based on feedback	based on feedback	
Skill/	Components	Components	Components	Components	(C)	(C)	7.2.F identify and	7.2.F identify and	8.2.F identify and	
Mechanics	(C)	(C)	(C)	(C)	recognize and	recognize and	apply basic	apply basic	apply basic	
	participate <u>in</u>	participate <u>in</u>	participate <u>in</u>	recognize and	<u>demonstrate</u>	<u>demonstrate</u>	biomechanical	biomechanical	biomechanical	
	appropriate	appropriate	appropriate	<u>demonstrate</u>	exercises for	exercises for	principles	principles	principles	
	exercises for	exercises for	exercises for	participate in	<u>flexibility</u>	<u>flexibility</u>	(C)	(C)	(C)	
	flexibility in	flexibility in shoulders, legs, and	flexibility in shoulders, legs, and	appropriate exercises for flexibility in			develop and	develop and	develop and	
	shoulders, legs,	trunk	trunk	shoulders, legs, and			maintain flexibility	maintain flexibility	maintain flexibility	
	and trunk	ti unix		trunk						
							6.4.A describe long-	7.4.A list long term	-8.4.A list long term	
							term benefits of	physiological and	physiological and	
							regular physical	psychological	psychological	
							activity	benefits that may	benefits that may	
								result from regular	result from regular	
								participation in	participation in	
								physical activity	physical activity	
							·			

	Kindergarte		Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	_
		al activity, and fitness-								Comment
			hysical fitness knowledge	Health and physical a		· · · ·		vity, fitness: [Fitness pri		There were 3 KS so
Торіс		s]- The student has kno	U			ident actively engages in		nonstrates and recognize	.	we streamlined. The
•		ally-active lifestyle that		a health enhancing, p health and skill relate			physically-active life	style. The student is exp	ected to:	middle KS needs to
		nities for enjoyment an	d challenge. The student is			enge in both teacher				be used for K-8
	expected to:					e student is expected to:				
	The physically lite	erate student demonstr	ates and recognizes a health e	nhancing, physically act	tive lifestyle. The s	student is expected to:				
Fitness Principles	(A)	-WG-D-Difficult to	-WG-D Not sure where	(A)	(A)	5.3.A. participate in	6.3.B participate in	7.3.C participate in	8.3.E. participate in	5.3A-8.3E Now in
	observe and	see and follow	these TEKS are, they look	describe benefits of	describe	moderate to vigorous	moderate to	moderate to	moderate to vigorous	lifetime wellness
	describe the	vertical alignment	like they are on page 4	regular physical	benefits of	physical activities on a	vigorous health-	vigorous health-	health-related physical	
	immediate effect of	when TEKS are	(A)	activity including	regular	daily basis that	related physical	related physical	activities for a sustained	
	physical activity	placed in A, B, etc.	identify and describe	stress management	physical	develop health related	activities on a	activities on a	period of time on a	
	on the heart	horizontal rows.	benefits of regular physical		activity	fitness.	regular basis	regular basis	regular basis	
	and	(A)	activity on the heart and		including stress		(A)	(A)	(A)	
	<u>lungsbreathing</u>	identify and the immediate effect of	lungs		<u>management</u>	describe benefits of	<u>describe long-term</u> benefits of regular	<u>list</u> analyze <i>long</i> term physiological	list analyze long term physiological and	
	rate and	physical activity on				moderate to vigorous physical activity	to moderate to	and psychological	physiological and psychological benefits of	
	perspiration	the heart and lungs				including stress	vigorous <i>physical</i>	<i>benefits</i> of moderate	moderate to	
		the field t and fullys				management	activity including	to vigorous that may	vigorous that may result	
						management	stress	result from regular	from regular	
							management	participation in	participation in physical	
								physical activity	activity including stress	
								including stress	management	
								management		
Fitness Principles	К.З.В.	1.3.B. participate in	2.3.B. participate in	3.3.B. participate in			6.5.C identify the	7.5.C include warm-	8.5.C include warm-up	K3 Now in lifetime
	participate in	moderate to	moderate to vigorous	moderate to			appropriate	up and cool-down	and cool down	wellness
	moderate to	vigorous physical	physical activities and	vigorous physical			elements of warm-	procedures regularly	procedures regularly	6.5-8.5C duplicate
	vigorous	activities and	recognize that heart rate,	activities and			up and cool-down	during exercise	during exercise monitor	from injury
	physical	recognize that heart	breathing rate, and perspiration increase with	recognize that heart			procedures for a specified activity or	monitor potentially	potentially dangerous	prevention
	activities that cause increased	rate, breathing rate,	perspiration increase with physical activity	rate, breathing rate, and perspiration				dangerous environmental	environmental conditions such as wind,	
	heart rate,	and perspiration increase with	physical activity	increase with			exercise	conditions such as	cold, heat, and insects	
	breathing rate,	physical activity		physical activity				wind, cold, heat, and	and recommend	
	and	ph ysical activity		pitysical activity				insects and	prevention and	
	perspiration							recommend	treatment	
	Perspiration							prevention and		
								treatment		

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2 (9) Health, physical act	116.3 ivity, and fitnessfit	116.4 ness principles.	116.5	116.6	116.7	116.22	116.23	116.24	-
Торіс	expected to:	e student has knowle ctive lifestyle that im for enjoyment and cl	edge of a health proves health and hallenge. The student is	a health enhancing, p health and skill relate opportunities for enjo directed and indepen	rinciples]. The stu hysically-active lif d fitness compon- oyment and challe dent activities. Th	ident actively engages in estyle that improves ents while providing enge in both teacher- re student is expected to:	literate student dem	vity, fitness: [Fitness prir onstrates and recognize style. The student is exp	es a health enhancing,	Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
	<u>The physically literate s</u>	tudent demonstrates	s and recognizes a health er	nnancing, physically act	<u>live lifestyle. The s</u>	student is expected to:				
Fitness Principles				3.5.D. identify exercise precautions such as awareness of temperature, weather conditions, warm up and cool down activities. WG-D Suggestion to clean up TEK (B) identify the importance of frequency and intensity during endurance activities	(B) identify the importance of frequency and intensity during endurance activities	(B) define <u>and describe</u> the <u>FITT</u> principle <u>and</u> <u>how it improves</u> <u>fitness</u> of frequency, intensity, and time and describe how to incorporate these principles to improve fitness WG-D Add the FITT at the beginning of the TEK with the definition	(B) define <u>and</u> <u>describe</u> the <u>FITT</u> principle <u>and how</u> <u>it improves</u> <u>fitnessof</u> <u>frequency</u> , <u>intensity</u> , and time and describe how <u>to incorporate</u> <u>these principles to</u> <u>improve fitness</u>	(B) identify and apply basic weight training FITT principles and safety practices in a variety of fitness settings such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs	(B) identify and apply basic weight training FITT principles and safety practices in a variety of fitness settings such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs	3.5D going to injury prevention Frequency, intensity, time, and type (FITT)
Fitness Principles					4.4.B. Participate in moderate to vigorous physical activities on a daily basis			7.4.G describe and predict the effects of fitness-related stress management techniques on the body	8.5.D analyze exercises for their effects on the body such as beneficial/potentially dangerous and	In lifetime wellness now Added 7.4G to A in Fitness principles
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	

	Kindergarte	n Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	_
	(9) Health, physic	al activity, and fitness-	fitness principles.							
	Health and physi	cal activities/fitness: ph	ysical fitness knowledge	Health and physical a			Health, physical acti	vity, fitness: [Fitness pri	nciples]. The physically	Comment
Торіс		<mark>s]-</mark> The student has kno	.			dent actively engages in		onstrates and recognize		There were 3 KS so we streamlined. The
Topic		cally-active lifestyle that		a health enhancing, p			physically-active life	style. The student is exp	pected to:	middle KS needs to
		nities for enjoyment and	d challenge. The student is	health and skill relate						be used for K-8
	expected to:					e student is expected to:				
	The physically lite	erate student demonstra	ites and recognizes a health e	· · · ·		· · · · · · · · · · · · · · · · · · ·				-
Fitness Principles				(C)	(C)	(C)	(C)	(C)	8.3.G develop and	Listed 3 times in this
Fittless Philiciples				Identify the	<i>Identify the</i>	Identify and the	identify the health-	identify the health-	maintain muscular	strand
				components of	components of	difference tiate	related and skill	related and skill	strength and endurance	Strand
				health-related skill	skill related	between health-	related fitness	related fitness	of the arms, shoulders,	
				related fitness	and health-	related and skill	components and	components and	abdomen, back, and legs	
					related fitness	related fitness	describe how each	describe how each	(C)	
						<u>components</u>	<u>component</u>	component impacts	identify the health-	
							impacts personal	personal fitness	related and skill related	
							<u>fitness</u>		fitness components and	
									describe how each	
									component impacts	
								740.000	personal fitness	Coursed
							- 6.4.D analyze effects of exercise	-7.4.B assess physiological effects	8.4.C assess physiological effects of exercise during	Covered
							on heart rate	of exercise during	and after physical	6.4 moving to
							through the use of	and after physical	activity	analyze data topic
							manual pulse	activity		
Anatomy &							checking, recovery			Anatomy &
Physiology							rates, heart rate			Physiology was NEVER a topic!
							monitors,			
							perceived exertion			
							scales, and/or			
							computer-			
							generated data			
									8.3.G develop and	Moving to
Anatomy &									maintain muscular	skills/mechanics
Physiology									strength and endurance	
. Hysiology									of the arms, shoulders,	
									abdomen, back, and legs	

	Kindergarter		Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	(9) Health, physic	al activity, and fitness-	-fitness principles.	116.5	116.6	116.7	116.22	116.23	116.24	-
Торіс	Health and physic [Fitness principles enhancing, physic provides opportur expected to:	cal activities/fitness: pr s] The student has kno cally-active lifestyle that nities for enjoyment and	wiedge of a health	knowledge [Fitness a health enhancing, health and skill related opportunities for er directed and indepe	physically-active life ted fitness component ajoyment and challen andent activities. The	, lent actively engages in style that improves nts while providing oge in both teacher- student is expected to:	literate student dem	vity, fitness: [Fitness prin onstrates and recognize style. The student is exp	es a health enhancing,	Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
Anatomy & Physiology									8.4.B identify opportunities in the school and community for regular participation in physical activity	In lifetime wellness
	[Components]. (3 physically-active li) The student exhibits a ifestyle that improves h		Health and physical physical fitness kno [Components]. (3) T demonstrates and r importance of exhite enhancing, physical that improves healt opportunities for er challenge. The stud	wledge The student recognizes the pits a health ly active lifestyle h and provides Njoyment and	Health and physical activities/fitness: physical fitness knowledge [Components]. (4) The student explains how the involvement in daily physical activity positively affects personal well-being. The student is expected to:				This topic of component was combined with fitness principles so therefore we no longer these 3 KS.
Components					4.3.B. Identify the components of skill related and health- related fitness.	5.4.C. Identify and differentiate between health-related and kill related fitness components	6.4.E identify the health-related fitness components and describe how each component impacts personal fitness	7.4.C match personal physical activities to health-related fitness components	8.3.F maintain healthy levels of flexibility	Moving to last fitness principle. 7.4C and 8.3F were covered under skill and mechanics and fitness principles
Components								7.3.D evaluate personal fitness goals and make appropriate changes for improvement and	8.3.G develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs	Duplicate entry Listed 3 times

	Kindergarten 116.2 (9) Health, physical acti	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	_
Торіс	Health and physical act [Fitness principles]. The enhancing, physically ac provides opportunities f expected to:	ivities/fitness: physes e student has know stive lifestyle that in for enjoyment and o	sical fitness knowledge ledge of a health	knowledge [Fitness r a health enhancing, health and skill relat opportunities for enj directed and indepen	activities/fitness: physic principles]. The student physically-active lifestyle ed fitness components joyment and challenge i ndent activities. The stude	actively engages in that improves while providing n both teacher- dent is expected to:	Health, physical activity literate student demons physically active lifestyl	strates and recognize	s a health enhancing,	Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
Components				ir d h si	3.E. participates - activities that levelop both realth related and kill related fitness omponents					This one is no longer needed because it was included in the skill/mechanics
Fitness Programs							କ୍ tr କା କା କା କା କା କା କା କା କା କା କା କା କା	4.F identify and oply basic weight aining principles and safety practices uch as appropriate oals, appropriate eight and epetitions, body ignment, principle f frequency, tensity, and time, ad importance of alance in muscle	8.4.E identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs	Duplicates from page 3 and now were included in the FITT principle Fitness program topic removed

Торіс	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	Comment
	(10) Health, physic			Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (4) The student understands the benefits from involvement in daily physical activity and how it affects personal well-being. The student is expected to:	Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (4) The student explains the benefits from involvement in daily physical activity and how it positively affects personal well-being. The student is expected to:	Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (3) The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:	y to analyze data used d	luring fitness performan	ce. The student is	Carry this KS across the 3-8
Analyze data (performance goals)				(A) identify an appropriate personal fitness goals for in one or more each of the components of health-related fitness	(A) identify an appropriate personal fitness goals <u>for</u> in one or more each of the components of health-related fitness	(A) identify <u>an</u> appropriate personal fitness goal <u>for in</u> each of the components of health-related fitness	(A) monitor and evaluate personal fitness goals and make appropriate changes for improvement	(A) <u>monitor and</u> <u>evaluate personal</u> <u>fitness goals and</u> <u>make appropriate</u> <u>changes for</u> <u>improvement-and</u>	(A) <u>monitor and</u> <u>evaluate personal</u> <u>fitness goals and</u> <u>make appropriate</u> <u>changes for</u> <u>improvement-and</u>	
Analyze data (performance goals)				fitness (B) <u>describe the</u> <u>importance of goal</u> <u>setting in improving</u> <u>health related fitness</u> 4.4.C. identify <u>methods for</u> <u>measuring</u> <u>cardiovascular</u> <u>endurance, muscular</u> <u>strength and</u> <u>endurance, and</u> <u>flexibility</u>	(B) describe the importance of goal setting in improving health related fitness 4.4.C identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility	(B) <u>describe the</u> <u>importance of goal</u> <u>setting in improving</u>	(B) <u>describe the</u> <u>importance of goal</u> <u>setting in improving</u> <u>health related fitness</u>	(B) <u>describe the</u> <u>importance of goal</u> <u>setting in improving</u> <u>health related fitness</u> <u>skill</u>	(B) <u>describe the</u> <u>importance of goal</u> <u>setting in improving</u> <u>health related fitness</u> <u>skill</u>	

Торіс	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	Comment
	(10) Health, physi	cal activity, and fitn	ess analyze data.			1				
				Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (4) The student understands the benefits from involvement in daily physical activity and how it affects personal well-being. The student is expected to:	Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (4) The student explains the benefits from involvement in daily physical activity and how it positively affects personal well-being. The student is expected to:	Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (3) The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:				Carry this KS across the 3-8
				The physically literate expected to:	e student demonstrates o	competency in the abilit	y to analyze data used o	luring fitness performan	ce. The student is	
Analyze (data, performance, goals)				(C) <u>identify methods for</u> <u>measuring health</u> <u>related fitness</u> <u>cardiovascular</u> <u>endurance, muscular</u> <u>strength and</u> <u>endurance, and</u> <u>flexibility</u>	(C) identify methods for measuring health related fitness	(C) identify methods for measuring health related fitness	(C) identify methods for measuring health related fitness 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 and	(C) identify and apply methods for measuring health related fitness 7.2.C describe the importance of goal setting in improving skill	(C) identify and apply methods for measuring health related fitness 8.2.C describe the importance of goal setting in improving skill	
Analyze (data, performance, goals)								7.2.D detect and correct errors in personal or partner's skill performance	8.1.D perform selected folk, country, square, line, creative, and/or aerobic dances	 8.1. is not part of the movement patterns and movement skills: rhythm and dance 7.2.D covered in social emotional health

Торіс	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Comment
	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
	(10) Health, physi	cal activity, and fitne	ess analyze data.							
				Health and physical	Health and physical	Health and physical				Carry this KS across the
				activities/fitness:	activities/fitness:	activities/fitness:				3-8
				personal assessment	personal assessment	personal assessment				
				and program planning. [Analyze	and program planning. [Analyze	and program planning. [Analyze				
				data] (4) The student	data] (4) The student	data] (3) The student				
				understands the	explains the benefits	exhibits a health				
				benefits from	from involvement in	enhancing,				
				involvement in daily	daily physical activity	physically-active				
				, physical activity and	and how it positively	lifestyle that				
				how it affects	affects personal	provides				
				personal well-being.	well-being. The	opportunities for				
				The student is	student is expected	enjoyment and				
				expected to:	to:	challenge. The				
						student is expected				
						to:				
				The physically literate	student demonstrates o	competency in the abilit	to analyze data used	during fitness performan	ce. The student is	
				expected to:						
Analyze (data,								7.4.D analyze the	8.3.H evaluate	8.3H moved to VA within
performance,								strength and	personal fitness	analyze data
goals)								weaknesses of	goals and make	
								selected physical	appropriate changes	7.4.D. doesn't make
								activities	for improvement and	sense. Not any weaknesses in physical
										activity
Analyze (data,								7.5.D analyze	8.5.D analyze	Moving 7.5.D. and 8.5.D
Analyze (data, performance,								7.5.D analyze exercises for their	8.5.D analyze exercises for their	Moving 7.5.D. and 8.5.D to injury prevention.
								exercises for their effects on the body	exercises for their effects on the body	-
performance,								exercises for their effects on the body such as	exercises for their effects on the body such as	-
performance,								exercises for their effects on the body such as beneficial/potentially	exercises for their effects on the body such as beneficial/potentially	-
performance,								exercises for their effects on the body such as	exercises for their effects on the body such as	-
performance,								exercises for their effects on the body such as beneficial/potentially	exercises for their effects on the body such as beneficial/potentially	-
performance, goals)								<i>exercises for their</i> <i>effects on the body</i> <i>such as</i> <i>beneficial/potentially</i> <i>dangerous and</i>	exercises for their effects on the body such as beneficial/potentially	to injury prevention.
performance, goals) Analyze (data,								exercises for their effects on the body such as beneficial/potentially dangerous and 7.3.D evaluate personal fitness goals and make	exercises for their effects on the body such as beneficial/potentially	to injury prevention. VA with other SEs in the
performance, goals) Analyze (data, performance,								exercises for their effects on the body such as beneficial/potentially dangerous and 7.3.D evaluate personal fitness	exercises for their effects on the body such as beneficial/potentially	to injury prevention. VA with other SEs in the

Торіс	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
	(10) Health, physi	ical activity, and fit	ness analyze data.					
				Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (4) The student understands the benefits from involvement in daily physical activity and how it affects personal well-being. The student is expected to:	Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (4) The student explains the benefits from involvement in daily physical activity and how it positively affects personal well-being. The student is expected to:	Health and physical activities/fitness: personal assessment and program planning. [Analyze data] (3) The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:		
				The physically literate expected to:	student demonstrates (competency in the abilit	y to analyze data used d	uring fitness
								[(-)
Design & Implement							(D) with assistance, create and implement a physical fitness program to improve <u>health</u> <u>related fitness</u> cardiovascular endurance	(D) create and implement fitness prog improve at component health-relat physical fitt

	Grade 8 116.24	Comment
		Carry this KS across the 3-8
ss performand	ce. The student is	
nd nt a physical rogram to at least two e nts of lated fitness	(D) create and implement a physical fitness program to improve all five components of health-related physical fitness	

ealth and physical activities/fitness: ersonal assessment and program anning. [Monitor]-(4) The student k be benefits from being involved in di hysical activity and factors that affec hysical performance. The student is cpected to:	iows		Health and physical activities/fitness: personal assessment and program planning. [Monitor]-(4) The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:	-6.3.C with assistance, monitor progress toward	- 6.3.C monitor progress toward	monitor progress toward appropriate	Duplicated elsewhere. Deleting to VA
anning. [Monitor]-(4) The student k the benefits from being involved in di hysical activity and factors that affer hysical performance. The student is	ily		[Monitor]–(4) The student knows the benefits from being involved in daily physical activity and factors that affect physical	- 6.3.C with assistance, monitor	progress toward		-
e benefits from being involved in de hysical activity and factors that affect hysical performance. The student is	ily		benefits from being involved in daily physical activity and factors that affect physical	- 6.3.C with assistance, monitor	progress toward		-
hysical activity and factors that affer hysical performance. The student is			activity and factors that affect physical	- 6.3.C with assistance, monitor	progress toward		•
hysical performance. The student is				assistance, monitor	progress toward		•
			performance The student is expected to:	assistance, monitor	progress toward		•
(pected to:				assistance, monitor	progress toward		•
				assistance, monitor	progress toward		•
							Deleting to VA
				DIUGIESS LOWAIU	appropriate personal	personal fitness	_
				appropriate personal	fitness goals related	goals in all five	
				fitness goals related	to at least two	components of	
				to cardiovascular	components of	health-related	
				endurance using	health-related	fitness using tools	
				tools such as	physical fitness using	such as personal	
						•	
				personal logs, group	tools such as	logs, group projects,	
				projects, and norm	personal logs, group	and norm or	
				or criterion	projects, and norm	criterion referenced	
				referenced tests and	or criterion	tests and	
					referenced tests and		
			4.4.A. describe the				
			near rate monitors.				
4.B. locate the							K.4.B. All anatomy moved
eart and lungs							to health
nd explain their							
urpose							
อลเ าd	r t and lungs explain their	rt and lungs explain their	explain their	explain their	B. locate the tand lungs explain their	B. locate the tand lungs explain their Image: Complete intervention of the sector of the	B. locate the tand lungs explain their Image: Constant in the image:

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	Comment
(11) Health, physical	l activity, and fitnessnu	<u>itrition and hydration.</u>							
performance. The st	udent is expected to:					ed in dáily physical activ	vity and factors that aff	ect-physical	One KS statement for grades K-8
promote physical we	ell-being. The student is	expected to:				efits from involvement	in daily physical activit	y and factors that	Merged in to one substrand with one KS statement.
					benefits from				Merged in to one substrand with one KS statement.
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	
recognize that			identify the types of	demonstrate the	demonstrate the	demonstrate the	evaluate healthy	evaluate healthy	
activity	produces energy for physical activity from	eating and drinking behaviors that	demonstrate the	activity	activity	activity			
identify the major	the different food	contribute to good	ability to make and						
food groups and	- · ·		communicate						
	nediti.								
toods		such as energy							
		consumed, and							
		energy expended							
			consumed, and energy expended						
(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	Already covered in SE A
identify whole,	identify whole,	explain the	explain the	examine the	examine-identify the	identify the	identify the	identify the	,
unprocessed foods	unprocessed foods	difference between	difference between	<u>relationship</u>	relationship between	macronutrients	macronutrients	macronutrients	Moved from healthy and
and foods that	and foods that	whole, unprocessed	whole, unprocessed	between nutrition	nutrition and optimal	<u>(carbs, fats, and</u>	(carbs, fats, and	(carbs, fats, and	unhealthy foods
should be limited	should be limited	foods and foods that	foods and foods that	and optimal physical	<u>physical</u>	proteins) and	proteins) and	proteins) and	Maight gain and waight
		should be limited	should be limited	performance					Weight gain and weight loss is a sensitive topic
				demonstrate the					area.
				ability to set a goal in					
				order to enhance					
				personal nutrition	wariety of roods in moderation that	the macronutrients	calculate the	and exercise	
	1			status	moueration that				
				Status	promote physical	Icarbs fats and	macronutrients in	natterns on weight	
				status	promote physical well-being	(carbs, fats, and proteins)	macronutrients in food (calories per	patterns on weight gain, loss and	
	1116.2 (11) Health, physical Peerformance. The st The physically literar Health and physical promote physical weat Health and physical promote physical weat Health and physical promote physical weat Health and physical involvement in daily (A) recognize that eating a variety of foods produces energy for physical activity identify the major food groups and the benefits of eating a variety of foods (B) identify whole, unprocessed foods and foods that	116.2116.3(11) Health, physical activities, and fitnessnuHealth and physical activities, fitness: nutritiesperformance. The student is expected to:The physically literate student recognizes theHealth and physical activities, fitness: nutritiespromote physical well being. The student isHealth and physical activities, fitness: nutritiesIteration and physical activities, fitness: nutritiesHealth and physical activities, fitness: nutritiesIteration and physical activities, fitness: nutritiesHealth and physical activities, fitness: nutritiesIterating a variety offoods producesenergy for physicalactivityidentify the majorfood groups andthe benefits ofeating a variety offoodsfoods(B)identify whole,unprocessed foodsand foods that	116.2116.3116.4(11) Health, physical activity, and fitnessnutrition and hydration.Health and physical activities/fitness: nutrition. [Correlation between performance. The student is expected to:The physically literate student recognizes the correlation between r promote physical activities/fitness: nutrition. [Healthy and unheal promote physical activities/fitness: nutrition. [Hydration] (4) Phy involvement in daily physical activity and factors that promote physical activity and factors that promote physical activity of foods a variety of foods produces energy for physical activity from the different food groups is vital to promote good health.(A) identify the types of identify the major food groups and the benefits of eating a variety of foods(B) identify whole, unprocessed foods and foods that(B) identify whole, unprocessed foods and foods that	116.2116.3116.4116.5(11) Health, physical activity, and fitnessnutrition and hydration.Health and physical activities/fitness: nutrition. [Correlation between food and energy] (4) performance. The student is expected to:The physically literate student recognizes the correlation between nutrition, hydration, and Health and physical activities/fitness: nutrition. [Healthy and unhealthy foods] (4) Physical promote physical activities/fitness: nutrition. [Healthy and unhealthy foods] (4) Physical promote physical activities/fitness: nutrition. [Healthy and unhealthy foods] (4) Physical activity and factors that promote physical activity and health. involvement in daily physical activity and factors that promote physical well being. The student is cources of energy and recognize that eating a variety of food groups and the benefits of eating a variety of foods(A) identify the types of food that produce energy to enhance physical activity eating and drinking behaviors that energy consumed, and energy expended(A) identify the types of food that produce energy to enhance physical activity eating and drinking behaviors that energy expended(A) identify the types of food that produce energy to enhance physical activity eating and drinking behaviors that energy expended(A) identify the types of food that produce energy to enhance physical activity such as energy consumed, and energy expended(B) explain the difference between whole, unprocessed foods that should be limited(B) identify whole, unprocessed foods and foods that should be limited(B) identify whole, unprocessed foods and foods that should be limited(B) identify whole, unp	116.2 116.3 116.4 116.5 116.6 [11] Health, physical activity, and fitness-mutrition and hydration. Health and physical activities/fitness-mutrition. [Correlation between food and energy] (4) The student knows the performance. The student is expected to: The physical citivity. The student recognizes the correlation between nutrition, hydration, and physical activity and health. The student is expected to: Health and physical activities/fitness: nutrition. [Healthy and unhealthy foods] (4) Physical activity and health. The student knows the involvement in daily physical activity and factors that promote physical activity and health. The student is expected to: Health and physical activities/fitness: nutrition. [Hydration] (4) Physical activity and health. The student is expected to: Health and physical activity of foods produces energy to physical activity from the different food groups and the describe food acaing and drinking behaviors that entrag a variety of foods produces energy to ronside activity from the different food groups is that to prisical activity from the different food groups and the benefits of eating and drinking unprocessed foods and physical activity such as energy consumed, and energy expended (8) (8) (8) (8) (8) (8) (9) (9) (9) (11) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9)	116.2 116.3 116.4 116.5 116.6 116.7 (11) Health, physical activity, and fitness-nutrition and hydration. Health and physical activities/fitness: nutrition. [Correlation between food and energy] (4) The student knows the benefits of being involve performance. The student is expected to: The physically literate student is expected to: The physical activity and health. The student knows the benefits of being involve promote physical well being. The student knows the benefits from involvement in diary physical activity and factor that promote physical well being. The student knows the benefits from involvement in diary physical activity and factor that promote physical well being. The student knows the benefits from involvement in diary physical activity and factor that promote physical well being. The student knows the benefits from involvement in diary physical activity from the student is expected to: (A) (A)	116.2 116.3 116.4 116.5 116.6 116.7 116.22 [11] Health, physical activity, and fitnessnutrition and hydration. Health and physical activities/fitness: nutrition. [Correlation between food and energy]. [4] The student knows the benefits of being involved in daily physical activity. The student is expected to: The physical valitients student is expected to: Health and physical activities/fitness: nutrition.[Healthy and unhealthy foods](4). Physical activity and health. The student knows the benefits from involvement physical activity and health. The student knows the benefits from involvement is expected to: Health and physical activities/fitness: nutrition.[Healthy and unhealthy foods](4). Physical activity and health. The student knows the benefits from involvement is expected to: (A) (A) describe food as a source of senergy and food fractors that promote physical activity from bealthy foods physical activity and factors that produce senergy to physical activity from bealthy food stat physical activity methods that enhance physical activity who is energy to physical activity who is energy to construct to good headthy and describe that construct to good headthy and describe that enhance physical activity who is energy construct to good headthy and adescribe the evaluation food intake and energy expended (A) (B) (B) (C) (C)	116.2 116.3 116.4 116.5 116.6 116.7 116.22 116.23 1111 Health, physical activity, and fitness-nutrition. and hydration. Income of the physical activity and factors that aff performance. Income of the physical activity and factors that aff performance hydration. Income of the physical activity and factors that aff performance. Income of the physical activities/fitness-nutrition. (Health and physical activity and health. The student is expected to: Income of the physical activity and factors that aff performance. Income of the physical activity and factors that aff performance. Income of physical activities/fitness-nutrition.(Health and unkealth, food2[1]. Physical activity and health. The student is expected to: Income of the physical activity and factors that produce physical activity and health. The student is expected to: Income of the physical activity and factors that produce physical activity and health. The student is expected to: Income of the physical activity and factors that produce and physical activity and factors that produce and physical activity and health. The student is expected to: Income of the physical activity and health formation physical activity and factors that are physical activity and physical activit	116.2 116.3 116.4 116.5 116.7 116.22 116.23 116.24 111 Health, physical activity, and fitness-nutrition and hydration.

Торіс	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	Comment
	Health and physical performance. The s	al activity, and fitnessnu l activities/fitness: nutriti itudent is expected to:	on. [Correlation betwee				ed in daily physical activ	i ty and factors that affe	ect physical	One KS statement for grades K-8
Correlation between food and energy	The physically litera	ate student recognizes th	e correlation between r	nutrition, hydration, and	d physical activity. The st 4.4.E describe the relationship between food intake and physical activity such as calories consumed, and calories expended	tudent is expected to:				Already covered in SE A
Healthy and unhealthy foods			2.4.C. identify foods that promote physical well-being			5.4.F. identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation that promote physical well-being	<i>identify the</i> <i>macronutrients</i> (carbs, fats, and proteins)	calculate the contribution of macronutrients in food (calories per gram)	8.4.G explain the effects of eating and exercise patterns on weight gain, loss and maintenance	Moving to SE B Moving 5.4.F to SE B 2.4.C is addressed in SE A
Hydration	(C) <u>identify drink</u> <u>choices that</u> <u>enhance physical</u> <u>activity</u>	(C) <u>identify drink choices</u> <u>that enhance</u> <u>physical activity</u>	(C) explain the need for proper hydration	(C) explain the need for proper hydration	(C) <u>differentiate</u> <u>hydration needs in</u> <u>various</u> <u>environments</u>	(C) explain the difference between hydration and dehydration	(C) define hydration and identify <u>methods</u> ways to prevent dehydration	(C) <u>analyze hydration</u> <u>needs based on</u> <u>physical</u> <u>performance</u> <u>estimate hydration</u> <u>needs based on</u> <u>exercise, sweating,</u> <u>and body size</u>	(C) analyze hydration needs based on physical performance calculate hydration needs based on exercise, sweating, and body size	
Hydration	discuss drink choices that positively benefit the body									

Торіс	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	Comment
	(11) Health, physic	cal activity, and fitnessn	utrition and hydration.							
		al activities/fitness: nutrit student is expected to:	ion. [Correlation betwee	en food and energy] (4)	The student knows the	benefits of being involv	ed in daily physical ac	tivity and factors that	affect physical	One KS statement for
	The physically liter	rate student recognizes th	ne correlation between n	nutrition, hydration, and	physical activity. The st	udent is expected to:				grades K-8
Hydration			identify and discuss how water helps your body including keeping your temperature normal, movement of bones and muscles, and eliminates waste.	recognize when the body needs more water including during hot climates, when you are more physically active, and when you are sick-				,		Condensed in to 2C
Hydration		discuss drink choices that positively benefit the body before, during and after physical activity			compare drink choices and the effect they have on the body before, during and after physical activity	discuss the side effects of dehydration and the effect on optimal body function.				Discussed in SE C
Nutritional replacements and supplements										Addressed in health and also addressed in drink choices and hydration



	Kindergarten	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	
	116.2	110.3	110.4	110.5	110.0	110.7	110.22	110.23	110.24	
Торіс	Health and physic	al activities/fitness:	technology. [Personal T	Fracking]-(4) Physical activity a	nd health. The student k	nows the benefits from	involvement in daily ph	vsical activity and factor	s promote physical	Comment
		udent is expected to								
									1	
Personal				3.4.A. describe the	4.4.A. describe the	5.4.B. self-monitor				All are covered in Analyze
Tracking				long term effects of	effects of exercise	the heart rate				data
1				physical activity on	physical activity on	before, during and				
				physical well-being,	heart rate through	after physical activity				
				including the heart	the use of manual					
				rate monitoring	pulse checking or					
					heart rate					
					monitors/technology					
					device					
Personal							select and use	7.3.E select and use	8.3.I select and use	
Tracking							available technology	available technology	available technology	
							to evaluate physical	to monitor, physical	to improve physical	
							performance	performance	performance	
Monitoring ar	id						6.3.D identify and	7.3.E select and use	8.3.1 select and use	
Evaluating							know how to use	appropriate	appropriate	
performance							technological tools	technology tools to	technology tools to	
							used for measuring	evaluate, monitor,	evaluate, monitor,	
							and monitoring	and improve physical	and improve physical	
							fitness parameters	development	development	
							such as computer			
							programs, heart rate			
							monitors, skin-fold			
							calipers, and			
							impedance testing			
							equipment			

Горіс	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	Comment
	(12) Health, physica	l activity, and fitnesse	nvironmental awarene	ss and safety practices.						
	(3) Health, and physical activities/ fitness Environmental awareness and safety practices. [Sun/Bike/Aquatics /Air quality Safety/ pedestrian] (5) The student and understands safety practices. associated with physical activity and space.	safety practices. (5) Th associated with physic		oplies safety practices						One knowledge and skill statement across all grade levels.
	The physically literat	<u>e student demonstrates</u>	s competency in enviror	nmental awareness and	safety practices. The stu	ident is expected to:				
Sun/Bike/Aqua tics/Air quality Safety/pedestri an	identify and apply	(B) identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety 1.5.B. Describe the importance of protective equipment in preventing injury	(B) identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety 2.5.B. select and use appropriate protective equipment in preventing injuries	(B) <u>identify and apply</u> <u>safety precautions,</u> <u>including, pedestrian</u> <u>safety, water safety,</u> <u>sun safety, cycling</u> <u>safety, and skating</u> <u>safety</u>	(B) <u>identify and apply</u> <u>safety precautions,</u> <u>including, pedestrian</u> <u>safety, water safety,</u> <u>sun safety, cycling</u> <u>safety, and skating</u> <u>safety</u>	(B) identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety	(B) <u>identify and apply</u> <u>safety precautions,</u> <u>including,</u> <u>pedestrian safety,</u> <u>water safety, sun</u> <u>safety, cycling</u> <u>safety, and skating</u> <u>safety</u> <u>6.5.E explain water</u> <u>safety and basic</u> <u>rescue procedures</u>	(B) identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety 7.5.E recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods	 (B) identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety 8.5.E recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods 	
		1.5.C. describe how to protect himself/herself from harmful effects of the sun	2.5.C. list the effects the sun has on the body and describe protective measures	3.5.C. identify and apply safety precautions when walking, cycling, skating, or moving in community settings	4.5.C. describe and apply safety precautions when walking, cycling, skating, or moving in community settings					Covered in SE B

Торіс	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	Comment
	(12) Health, physica	l activity, and fitness	environmental awarene	ess and safety practices.						-
	(3) Health, and physical activities/ fitness Environmental awareness and safety practices. [Sun/Bike/Aquatics /Air quality Safety/ pedestrian] (5) The student and understands safety practices. associated with physical activity and space.	safety practices. (5) T associated with physi		pplies safety practices						One knowledge and skill statement across all grade levels.
	The physically literat		es competency in enviro	nmental awareness and	safety practices. The stu	dent is expected to:				
	K.5.D. List appropriate water safety rules	1.5.D. Explain water safety rules	2.5.D. explain water safety rules and describe their importance							
			2.5.E. identify safe cycling and road practices and							
	Health and physical activities/fitness: environmental awareness and safety practices. [Proper Attire & Equipment Safety] (5) The student understands safety practices associated with physical activity and space.		ctivities/fitness: environ							Combining in to one substrand and KS statement
Proper Attire & Equipment Safety							6.5.A use equipment safely and properly	7.5.A use equipment safely and properly	8.5.A use equipment safely and properly	

Торіс	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	Comment
	(12) Health, physica	l activity, and fitness-	-environmental awarene	ess and safety practices.						_
	(3) Health,-and physical activities/ fitness Environmental awareness and safety practices. [Sun/Bike/Aquatics /Air quality Safety/ pedestrian] (5) The student and understands safety practices. associated with physical activity and space.	safety practices. (5) associated with phys		pplies safety practices						One knowledge and skill statement across all grade levels.
	The physically literat	te student demonstrat	es competency in enviro	nmental awareness and	safety practices. The st	udent is expected to:				
Proper Attire & Equipment Safety	(A) <u>select and use</u> <u>proper attire and</u> <u>equipment that</u> <u>promotes safe</u> <u>participation and</u> <u>prevents injury</u> <u>K.5.A. use</u> <u>equipment and</u> <u>space safely and</u> <u>properly</u>	(A) <u>select and use</u> <u>proper attire and</u> <u>equipment that</u> <u>promotes safe</u> <u>participation and</u> <u>prevents injury</u> <u>1.5.A. use</u> <u>equipment and</u> <u>space safely and</u> properly	(A) select and use proper attire and equipment that promotes safe participation and prevents injury 2.5.A. use equipment and space safely and properly	(A) <u>select and use proper</u> <u>attire and</u> <u>equipment that</u> <u>promotes safe</u> <u>participation and</u> <u>prevents injury</u> 2.5.A. use <u>equipment safely</u> and properly	(A) <u>select and use proper</u> <u>attire and</u> <u>equipment that</u> <u>promotes safe</u> <u>participation and</u> <u>prevents injury</u> 2.5.A. use <u>equipment safely</u> and properly	(A) <u>select and use proper</u> <u>attire and equipment</u> <u>that promotes safe</u> <u>participation and</u> <u>prevents injury</u> 2.5.A. use equipment safely and properly	(A) select and use proper attire <u>and</u> <u>equipment</u> that promotes <u>safe</u> participation and prevents injury	(A) select and use proper attire <u>and</u> <u>equipment</u> that promotes <u>safe</u> participation and prevents injury	(A) select and use proper attire <u>and</u> <u>equipment</u> that promotes <u>safe</u> participation and prevents injury	
Proper Attire & Equipment Safety				3.5.B. select and use proper attire that promotes participation and prevents injury	4.5.B. select and use proper attire that promotes participation and prevents injury	5.5.B. select and use proper attire that promotes participation and prevents injury				
Proper Attire & Equipment Safety	K.5.C. explain how proper shoes and clothing promotes safe play and prevent injury									

Торіс	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	Comment
	(12) Health, physica	l activity, and fitness	environmental awarene	ss and safety practices.		1	_			
	(3) Health,-and physical activities/ fitness Environmental awareness and safety practices. [Sun/Bike/Aquatics /Air quality Safety/ pedestrian] (5) The student and understands safety practices. associated with physical activity and space.	safety practices. (5) T associated with physi		oplies safety practices						One knowledge and skill statement across all grade levels.
	The physically litera	te student demonstrate	es competency in enviror	nmental awareness and	safety practices. The stu	udent is expected to:				
Injury Preventions	(C) <u>discuss the</u> <u>importance of a</u> <u>warm-up and a</u> <u>cool-down routine</u> <u>for physical activity</u>	(C) <u>discuss the</u> <u>importance of a</u> <u>warm-up and a cool-</u> <u>down routine for</u> <u>physical activity</u>	(C) explain the importance of a warm-up and a cool- down routine for physical activity	(C) <u>the importance of a</u> <u>warm-up and a cool-</u> <u>down routine for</u> <u>physical activity</u>	(C) <u>explain the</u> <u>importance of a</u> <u>warm-up and a cool-</u> <u>down routine for</u> <u>physical activity</u>	(C) <u>explain the</u> <u>importance of a</u> <u>warm-up and a cool-</u> <u>down routine for</u> <u>physical activity</u>	(C) include warm-up and cool-down procedures regularly during physical activity exercise monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects and recommend prevention and treatment	(C) include warm-up and cool-down procedures regularly during <u>physical</u> <u>activity exercise</u> monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects and recommend prevention and treatment	(C) include warm-up and cool-down procedures regularly during <u>physical</u> <u>activity</u> exercise monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects and recommend prevention and treatment	
Injury Preventions							6.5.D identify potentially dangerous exercises and their adverse effects on the body	analyze exercises for their effects on the body such as beneficial/potentiall y dangerous and 7.5.B select and use proper attire that promotes participation and prevents injury	analyze exercises for their effects on the body such as beneficial/potentiall y dangerous and 8.5.B select and use proper attire that promotes participation and prevents injury	Duplicates from previous page Moved from analyze data.

	· · · · · · · · · · · · · · · · · · ·		onmental awareness and actices associated with (· · · · · · · · · · · · · · · · · · ·					Combined above
Personal responsibility						5.5.C. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries to create a safe school environment	*6.4.H (Health)independent ly apply rules, procedures, and safe practices to create a safe environment for physical education classes	identify rules, procedures, and safe practices to create a safe environment for physical activities in and out of school	identify rules, procedures, and safe practices to create a safe environment for physical activities for yourself and others in and out of school	In SEL On page 4 Already located in SEL page 1
Personal responsibility				identify ways to prevent injuries at home, in school, and in the community	4.5.D. identify and describe the benefits, risks, and safety factors associated with regular participation in (before, during, after) physical activity	3.5.D. understand and utilize safe and appropriate warm- up, pacing, and cool- down techniques for injury prevention and safe participation				
	explain and exhibit movement control for a safe school environment	explain and exhibit movement control for a safe school environment								
			apply rules, procedure, and safe practices to create a safe school environment with little or no reinforcement							

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
Торіс	(13) Social and emoti	onal health <mark>sportsman</mark>	ship working with othe	<mark>rs.</mark> Protocols						Comment
	The physically literate	student <u>demonstrates</u>	<u>competency</u> should kno	w in how to <u>working wi</u>	th others and respondir	ng to class expectations	and procedures. The stu	udent is expected to:		
Protocols	(E) demonstrate the established protocols for emergencies;	(E) demonstrate the established protocols for emergencies;	(E) demonstrate the established protocols for emergencies;	(E) <u>demonstrate the</u> <u>established</u> <u>protocols for</u> <u>emergencies</u> 3.7(6).A. <u>demonstrate ability</u> <u>to follow rules and</u> <u>procedures</u>	(E) <u>demonstrate the</u> <u>established</u> <u>protocols for</u> <u>emergencies</u> <u>4.6.Adifferentiate</u> <u>between compliance</u> <u>and noncompliance</u> <u>with rules and</u> <u>regulations</u>	(E) <u>demonstrate the</u> <u>established</u> <u>protocols for</u> <u>emergencies</u> <u>WG D-differentiate</u> <u>between compliance</u> <u>and noncompliance</u> <u>with rules and</u> <u>regulations</u>	(E) <u>demonstrate the</u> <u>established</u> <u>protocols for</u> <u>emergencies</u> <u>6.7.Cidentify and</u> <u>follow rules while</u> <u>playing sports and</u> <u>games including</u> <u>decisions made by</u>	(E) <u>demonstrate the</u> <u>established</u> <u>protocols for</u> <u>emergencies</u> 7.6.Aapply agreed upon consequences when officiating rules and regulations	(E) <u>demonstrate the</u> <u>established</u> <u>protocols for</u> <u>emergencies</u> <u>8.6.Aapply agreed</u> <u>upon consequences</u> <u>when officiating</u> <u>rules and regulations</u>	3.7 duplicate so it is being struck7.6.A and 8.6.A moved to SE C
<u>Protocols</u>	(F) <u>demonstrate the</u> <u>established</u> <u>classroom</u> <u>expectations</u> , and <u>procedures</u> , and <u>activities that are</u> <u>safe and effective</u>	(F) <u>demonstrate the</u> <u>established</u> <u>classroom</u> <u>expectations</u> , and <u>procedures</u> , and <u>activities that are</u> <u>safe and effective</u>	(F) <u>demonstrate the</u> <u>established</u> <u>classroom</u> <u>expectations</u> , and <u>procedures</u> , and <u>activities that are</u> <u>safe and effective</u>	(F) <u>demonstrate the</u> <u>established</u> <u>classroom</u> <u>expectations</u> , and <u>procedures</u> , and <u>activities that are</u> <u>safe and effective</u>	(F) <u>demonstrate the</u> <u>established</u> <u>classroom</u> <u>expectations</u> , and <u>procedures</u> , and <u>activities that are</u> <u>safe and effective</u>	(F) <u>demonstrate the</u> <u>established</u> <u>classroom</u> <u>expectations</u> , and <u>procedures</u> , and <u>activities that are</u> <u>safe and effective</u>	game officials (F) participate in establishing classroom expectations, and procedures, and activities that are safe and effective	(F) <u>participate in</u> establishing <u>classroom</u> <u>expectations</u> , and <u>procedures</u> , and <u>activities that are</u> <u>safe and effective</u>	(F) participate in classroom expectations, procedures, and activities that are safe and effective	
Protocols	(G) demonstrate the skill of starting and stopping <u>on</u> to a signal	(G) demonstrate the skill of starting and stopping <u>on</u> to a signal	(G) demonstrate the ability to follow rules and procedures	(G) demonstrate the ability to follow rules and procedures	(G) <u>differentiate</u> <u>between compliance</u> <u>and noncompliance</u> <u>with rules and</u> <u>regulations</u> WG-D demonstrate the ability to follow rules and procedures	(G) <u>differentiate</u> <u>between compliance</u> <u>and noncompliance</u> <u>with</u> WG-D demonstrate <u>the ability to follow</u> rules and <u>regulations</u> procedures	(G) <u>identify and follow</u> <u>rules while playing</u> <u>sports and games</u> <u>including decisions</u> <u>made by game</u> <u>officials</u> WG D demonstrate the ability to follow rules and procedures	(G) <u>apply agreed upon</u> <u>consequences when</u> <u>officiating rules and</u> <u>regulations</u> WG D demonstrate the ability to follow rules and procedures	(G) <u>apply agreed upon</u> <u>consequences when</u> <u>officiating rules and</u> <u>regulations</u> WG D demonstrate the ability to follow rules and procedures	Already addressed in B. Struck for VA.
Protocols	(H) demonstrate the ability to play within boundaries during activities	(H) demonstrate the ability to play within boundaries and follow rules during activities	(H) <u>demonstrate the</u> <u>ability to play within</u> <u>boundaries during</u> <u>activities</u> <u>WG D demonstrate</u> <u>the established</u> <u>classroom</u> <u>expectations, and</u> <u>procedures, that are</u> <u>safe and effective</u>	(H) <u>demonstrate the</u> <u>ability to play within</u> <u>boundaries during</u> <u>activities</u> WG-D-demonstrate the established classroom expectations, and procedures, that are safe and effective	(H) <u>demonstrate the</u> <u>ability to play within</u> <u>boundaries during</u> <u>activities</u> <u>WG-D-demonstrate</u> <u>the established</u> <u>classroom</u> <u>expectations, and</u> <u>procedures, that are</u> <u>safe and effective</u>	(H) <u>demonstrate the</u> <u>ability to play within</u> <u>boundaries during</u> <u>activities</u> <u>WG-D participate in</u> <u>establishing</u> <u>classroom</u> <u>expectations, and</u> <u>procedures, that are</u> <u>safe and effective</u>	WG-D differentiate between compliance and noncompliance with rules and regulations	WG D participate in establishing classroom expectations, and procedures, that are safe and effective	WG-D participate in establishing classroom expectations, and procedures, that are safe and effective	Struck because addressed in SE G Moved to SE F.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
opic			ship-working with othe							Comment
	The physically literate	student <u>demonstrates</u>	competency should kno	w in how to working wi	th others and responding	ng to class expectations	and procedures. The stu	udent is expected to:		
			1	1	1			1		
Protocols	WG D demonstrate	WG-D-demonstrate					6.7.A. participate in	WG D identify and		
	the established	the established					establishing	follow rules while		
	classroom	classroom					classroom	playing sports and		
	expectations, and	expectations, and					expectations, and	games including		
	procedures, that are	procedures, that are					procedures, that are	decisions made by		
	safe and effective	safe and effective					safe and effective	game officials		
	Social and emotional t	ealth-sportsmanshin	[Working with Others]]	The physically literate st	udent should know how	v to demonstrate respec		haviors when working w	with others	Merged into one KS
	Social and emotional i	icatili sportsmanship.		the physically interate se		v to demonstrate respec			ntrothers.	statement.
Working with	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	
Others	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate the	demonstrate the	demonstrate the		apply effective	
	cooperation skills in	cooperation skills in	cooperation skills in	cooperation skills in	ability to accomplish	ability to accomplish	ability to accomplish	apply effective	communication skills	
Cooperation	a group <u>setting</u>	a group setting	a group setting	a group setting	group goals in both	group goals in both	group goals in both	communication skills	to accomplish group	
		1.7.B. WG D	1.7.B. WG D		cooperative and	cooperative and	cooperative and	to accomplish group	goals in both	
		demonstrate respect	demonstrate respect		<u>competitive</u>	competitive	competitive	goals in both	competitive and	
		through words and	through words and		activities;	activities	activities	competitive and	cooperative	
		actions	actions		4.7.B. respond to			cooperative	activities without	
					winning and losing			activities without	confrontation	
					with dignity and			confrontation		
					understanding					
Working with	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	Moving to problem
Others	resolve conflicts in	resolve conflicts in	resolve conflicts in	resolve conflicts in	resolve conflicts in	demonstrate	demonstrate	demonstrate	demonstrate	solving
Coulist	socially acceptable	socially acceptable	socially acceptable	socially acceptable	socially acceptable	effective	effective	effective	effective	
Conflict	ways	ways	ways	<u>ways</u>	ways, including	communication to enhance healthy	communication to	communication to	communication to	
Resolution	share space and	WG D demonstrate		WG D demonstrate	<u>responding to</u>	interactions when	enhance healthy interactions when	enhance healthy	enhance healthy	
	equipment with	cooperation skills in		respect through	winning and losing	settling	settling	interactions when	interactions when	
	others	a group setting		words and actions	with dignity and	disagreements	disagreements	settling	<u>settling</u>	
				during activity	<u>understanding</u>	usugreentents	without	<u>disagreements</u>	<u>disagreements</u>	
					WG D demonstrate		confrontation		solve problems in	
					the ability to				group activities by	
					accomplish group				analyzing causes	
					goals in both				and potential	
					cooperative and				solutions	
					competitive					
					activities					
Working with	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	
Others	demonstrate respect	demonstrate respect	demonstrate respect	demonstrate respect	demonstrate	demonstrate	demonstrate	demonstrate	demonstrate	
	through words and	through words and	through words and	through words and	effective	effective	effective	effective	effective	
Problem Solving	actions while solving	actions while solving	actions during	actions during	communication to	communication to	communication to	communication to	communication to	
C	problems with	problems with	activity	activity	enhance healthy	enhance healthy	enhance healthy	enhance healthy	enhance healthy	
	1	101 0 0 101 0 11 0 11 0 11 0 11 0 11 0			interactions while	<u></u>				

Social and Emotional Health Strand

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
Tonio			ship-working with othe		110.0	110.7	110.22	110.20	110.24	Commont
Торіс			competency should kno		th others and respondi	ag to class expectations	and procedures. The stu	ident is expected to:		Comment
	The physically interact	e student <u>demonstrates</u>	<u>competency</u> should kno	w in now to <u>working wi</u>	<u>ui others and</u> respond <u>i</u>	ig to class expectations	and procedures. The sti	ident is expected to.		
				-						
		1.7.C. resolve	demonstrate	WG D resolve	settling	settling	settling	settling	<u>settling</u>	Struck because
		conflicts in socially	cooperation skills in	conflicts in socially	<u>disagreements</u>	disagreements;	disagreements;	<u>disagreements</u>	disagreements;	duplicative.
		acceptable	a group setting;	acceptable ways		WG D demonstrate	accept successes		solve problems in	
						consideration	and performance		group activities by	Addressed problem
						empathy and mutual	limitations of self		analyzing causes and	solving in new SE D
						respect for the	and others, by		potential solutions	
						feelings of others	exhibiting			
						, se geografie	appropriate			
							responses			
Working with	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	Moved to self efficacy.
Others	identify the causes	identify the causes	identify the causes	identify the causes	identify the causes	identify the causes	identify the causes	identify the causes	identify the causes	
	of the problem and	of the problem and	of the problem and	of the problem and	of the problem and	of the problem and	of the problem and	of the problem and	of the problem and	
Collaboration	be part of the	be part of the	be part of the	be part of the	be part of the	be part of the	be part of the	be part of the	be part of the	
Droblom Coluing	<u>solution</u>	solution	solution	<u>solution</u>	<u>solution</u>	<u>solution</u>	<u>solution</u>	<u>solution</u>	<u>solution</u>	
Problem Solving						describe how	demonstrate			
						physical activity with	<i>consideration</i>			
						others can increase	empathy and mutual			
						motivation and	respect for the			
						enhance safety	feelings of others			
						childrice sujety	jeenings of others			

	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	
Горіс	(14) Social and emotion	onal healthself-efficad	y. Perseverance							Comment
	The physically literate	student <u>demonstrates</u>	competency should kno	w how to <u>while</u> apply <u>ir</u>	ng <mark>using</mark> self-manageme	ent skills to persevere th	rough challenges. The s	tudent is expected to:		
Perseverance	(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	
Perseverance	(A) recognize and accept that some physical activities are challenging	(A) recognize and accept that challenges in physical activities can lead to success	(A) recognize and accept physical activities that bring confidence and challenges	(A) recognize and accept the challenges that come from learning a new activity	(A) recognize and accept individual challenges and use self-management skills to cope in a positive way	(A) recognize and accept individual challenges and use self-management skills to cope in a positive way	(A) apply a plan of action and make effective decisions when faced with challenges	(A) apply a plan of action and make effective decisions when faced with challenges	(A) apply a plan of action and make effective decisions when faced with challenges	
Perseverance							6.7.E. recognize that improvement is possible with appropriate practice			SE not needed.
	Social and emotional behavior. The student		accepting and providing	constructive feedback]	The physically literate	student should know he	ow to accept feedback a	ppropriately to improve	e performance and	Merged into one KS statement.
Accepting and providing constructive feedback	(C) listen respectfully and respond appropriately to corrective feedback	(C) listen respectfully and respond appropriately to corrective feedback	(C) listen respectfully and respond appropriately to corrective feedback	(C) listen respectfully and make appropriate changes in performance based on feedback	(C) listen respectfully and make appropriate changes in performance based on feedback	(C) listen respectfully and make appropriate changes in performance based on feedback	(C) listen respectfully and make appropriate changes in performance based on feedback	(C) listen respectfully and make appropriate changes in performance based on feedback	(C) listen respectfully and make appropriate changes in performance based on feedback	
	Social and emotional expected to:	health_self-efficacy. [A	accepting and providing	constructive feedback]	-The physically literate	student should know ho	w to demonstrate resp	ect for self and others.	The student is	Merge into one KS statement.
Acceptance of self and others	(E) accept and respect differences and similarities in abilities of self and others	(E) accept and respect differences and similarities in abilities of self and others	(E) accept and respect differences and similarities in abilities of self and others	(E) accept and respect differences and similarities in abilities of self and others	(E) accept and respect differences and similarities in abilities of self and others	(E) accept and respect differences and similarities in abilities of self and others	(E) accept and respect differences and similarities in abilities of self and others	(E) accept and respect differences and similarities in abilities of self and others;	(E) accept and respect differences and similarities in abilities of self and others;	
Acceptance of self and others	(D) accept and take responsibility for personal actions;	(D) accept and take responsibility for personal actions;	(D) accept and take responsibility for personal actions	(D) accept and take responsibility for personal actions	(D) accept and take responsibility for personal actions					

	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	
	(14) Social and emoti	onal healthself-effica	cy. Perseverance							Comment
Торіс	The physically literate	student <u>demonstrates</u>	competency should know	ow how to <u>while</u> apply <u>i</u>	ng <mark>using</mark> self-manageme	ent skills to persevere th	nrough challenges. The	student is expected to:		Merged into one KS
	Social and emotional solutions. The studen		roblem-solving (individ	ual)]-The physically liter	rate student should kno	ow how to demonstrate	problem solving skills l	by identifying the proble	em and generating	statement
<u>Problem solving</u> (individual)	(F) acknowledge and communicate feelings appropriately	(F) <u>acknowledge and</u> <u>communicate</u> <u>feelings</u> <u>appropriately</u>	(F) acknowledge and communicate feelings appropriately	(F) acknowledge and communicate feelings appropriately	(F) acknowledge and communicate feelings appropriately	(F) <u>acknowledge and</u> <u>communicate</u> <u>feelings</u> <u>appropriately</u>	(F) acknowledge and communicate feelings appropriately	(F) acknowledge and communicate feelings appropriately	(F) acknowledge and communicate feelings appropriately	
Problem solving (individual)	(G) demonstrate empathy and mutual respect for the feelings of others	(G) <u>demonstrate</u> <u>empathy and</u> <u>mutual respect for</u> <u>the feelings of</u> <u>others</u>	(G) <u>demonstrate</u> <u>empathy and</u> <u>mutual respect for</u> <u>the feelings of</u> <u>others</u>	(G) <u>demonstrate</u> <u>consideration</u> <u>empathy and</u> <u>mutual respect for</u> <u>the feelings of</u> <u>others</u>	(G) demonstrate empathy and mutual respect for the feelings of others	(G) demonstrate empathy and mutual respect for the feelings of others	Moved from working with others. Moved to working with others. Struck through because already covered.			
	WG D -identify causes of the problem and be part of the solution	WG D identify causes of the problem and be part of the solution	WG D identify causes of the problem and be part of the solution	WG D identify causes of the problem and be part of the solution	WG D identify causes of the problem and be part of the solution	describe howphysical activity withothers can increasemotivation andenhance safetyWG-D-identifycauses of theproblem and bepart of the solution	WG-D -identify causes of the problem and be part of the solution	WG-D -identify causes of the problem and be part of the solution	WG D -identify causes of the problem and be part of the solution	
Problem solving (individual)	WG D acknowledge and communicate feelings appropriately	WG-D-acknowledge and communicate feelings appropriately	WG-D-acknowledge and communicate feelings appropriately	WG-D-acknowledge and communicate feelings appropriately	WG D acknowledge and communicate feelings appropriately					
Problem solving (individual)	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	(H) <u>use self-</u> <u>management skills</u> <u>to</u> demonstrate self- control of impulses and emotions	

	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	
Торіс		essapplication of life		110.5	110.0	110.7	110.22	110.23	110.24	Comments
				external influences th	nat affect lifetime we	llness.identifies the v	alue of lifetime welln	ess.		-
Consumer awareness					WG-D-6.4.H. recognize how outside influences affect decisions about care of the body	WG-D-6.4.H. recognize how outside influences affect decisions about care of the body	6.4.H. recognize how outside influences, such as media and peers, affect decisions about	WG-D-6.4.H. analyze how outside influences, such as media and peers, affect decisions about	WG-D-6.4.H. analyze how outside influences, such as media and peers, affect decisions	Discussion with Health said they are picking this up.
Consumer awareness					WG D 6.4.1 recognize how images of the human body, as presented by the	WG D 6.4.1 recognize how images of the human body, as presented by the	6.4.1. recognize how images of the human body, as presented by the media, may affect	Care of the body WG D 6.4.I. analyze how images of the human body, as presented by the	about care of the bodyWG D 6.4.I. analyze how images of the human body, as presented by the	Discussion with health said they are picking up these topics
					media, may affect perception of body image	media, may affect perception of body image	perception of personal body image	media, may affect perception of personal body image	media, may affect perception of personal body image	
Values and engages in physical activity	WG-D participate actively in Physical Education class in response to instruction	WG D engage actively in Physical Education class in response to instruction	WG-D engage actively in Physical Education class in response to instruction	WG D engage actively in Physical Education class without continuous teacher prompting	WG-D engage actively in Physical Education class both teacher- directed and independent activities such as skill development stations	WG D engage actively in Physical Education class both teacher-directed and independent activities such as skill development stations				Doesn't need to be a SE
Values and engages in physical activity	(B) <u>identify</u> <u>opportunities in</u> <u>the school and</u> <u>community for</u> <u>participation in</u> <u>physical activity</u>	(B) <u>identify</u> <u>opportunities in</u> <u>the school and</u> <u>community for</u> <u>participation in</u> <u>physical activity</u>	(B) <u>identify</u> <u>opportunities in</u> <u>the school and</u> <u>community for</u> <u>participation in</u> <u>physical activity</u>	(B) identify opportunities <u>in</u> <u>the school and</u> <u>community</u> for participation in physical activity in the school and community	(B) identify opportunities <u>in</u> <u>the school and</u> <u>community</u> for participation_in physical activity in <u>the school and</u> community	(B) identify opportunities <u>in</u> <u>the school and</u> <u>community</u> for participation_in physical activity in the school and community	(B) identify opportunities in the school and community for regular participation in physical activity	(B) identify opportunities in the school and community for regular participation in physical activity	(B) identify opportunities in the school and community for regular participation in physical activity	

Торіс	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	(15) Lifetime welln	essapplication of lif	etime wellness.						1	Comments
	The physically litera	i <u>te</u> student develops a	an understanding of e	xternal influences th	nat affect lifetime we	l <mark>lness</mark> .identifies the va	alue of lifetime welln	255.		
Values and engages in physical activity	(A) <u>participate in</u> <u>moderate to</u> <u>vigorous physical</u> <u>activity for a</u> <u>sustained period</u> <u>of time on a</u> <u>regular basis</u>	(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>participate in</u> <u>moderate to</u> <u>vigorous physical</u> <u>activityies-for a</u> <u>sustained period</u> <u>of time on a</u> <u>regular basis-that</u> <u>cause increased</u> <u>heart rate,</u> <u>breathing rate,</u> <u>and perspiration</u> <u>increase with</u> <u>physical activity</u>	(A) <u>participate in</u> <u>moderate to</u> <u>vigorous physical</u> <u>activities for a</u> <u>sustained period</u> <u>of time on a-daily</u> <u>regular basis</u>	(A) <u>participate in</u> <u>moderate to</u> <u>vigorous physical</u> <u>activity for a</u> <u>sustained period</u> <u>of time on a</u> <u>regular daily basis</u> <u>that develops</u> <u>health related</u> <u>fitness</u>	(A) participate in moderate to vigorous health- related physical activityies for a sustained period of time on a regular daily basis	(A) participate in moderate to vigorous health- related physical activity ies 20-60 for a sustained period of time on a regular minutes daily basis	(A) participate in moderate to vigorous health related physical activit <u>yies 30-60</u> for a sustained period of time on <u>a regular minutes</u> daily basis	Check to see if the use of daily is allowed
Values and engages in physical activity									8.3.C. participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities	Cannot be done outside of school hours
Self-expression, enjoyment and challenge	(C) identify and select physical activities <u>for personal</u> <u>enjoyment</u> that are enjoyable	(C) identify and select physical activities that result in positive feelings identify and select physical activities for personal enjoyment	(C) -identify and select physical activities that provide the opportunity for self-expression identify and select physical activities for personal enjoyment	(C) identify and select physical activities that provide age appropriate challenge identify and select physical activities for personal enjoyment	(C) reflect on the reasons for enjoying selected physical activities and the reasons for enjoying age appropriate challenges identify and select physical activities for personal enjoyment	(C) rank the enjoyment of participating in selected physical activities and age appropriate challenges identify and select physical activities for personal enjoyment	(C) analyze different physical activities for enjoyment and challenge identify and select physical activities for personal enjoyment	(C) identify reasons why self-selected physical activities are enjoyable identify and select physical activities for personal enjoyment	(C) explain the relationship between enjoyment and self-expression identify and select physical activities for personal enjoyment	

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5		Grade 7	Grade 8	
Торіс	116.2	116.3	116.4	116.5	116.6	116.7	116.22	116.23	116.24	
Topic	(15) Lifetime wellne	essapplication of life	etime wellness.							Comments
	The physically litera	<u>te</u> student develops a	an understanding of (external influences th	nat affect lifetime we l	Iness.identifies the va	alue of lifetime wellne	<u>255.</u>		
Health-related	WG D recognize	WG D identify the	2.4.A. identify	3.4.A. describe	WG D describe	WG D describe	WG D describe	WG D analyze the	WG D analyze the	Already exist in the Health Related fitness
benefits	that when you	heart as a muscle	how regular	the long-term	the long-term	the long-term	the effects of	short- and long-	short- and long-	strand
	move fast, your	that grows	physical activity	effects of regular	effects of regular	effects of regular	regular physical	term effects of	term effects of	
	heart beats faster	stronger with	strengthens the	physical activity	physical activity	physical activity	activity on mental	regular physical	regular physical	
	and you breathe	exercise, play, and	heart, lungs, and	on the heart	on the	on the	health and	activity on body	activity on body	
	faster	regular physical	muscular system		cardiorespiratory	cardiorespiratory,	metabolism	systems	systems	
		activity			and muscular	muscular, skeletal,				
					systems.	and nervous	1			
						systems				

Proposed New High School Physical Education Courses

§116.52. Lifetime Fitness & 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) 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 physicallyactive lifestyle and understands the relationship between physical activity and health throughout the lifespan. 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 selfdiscipline 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) Physical education programs must include a quality curriculum, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment. Quality Instruction includes inclusion of all students, adaptations for students with disabilities, opportunities to be physically active most of class time, regular student assessment, and not using physical activity as a form of punishment (CDC Healthy Schools). The following Texas statutes are highlighted for the importance in physical education programming.
 - (A) TEC §28.002(d) requires that the physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.
 - (B) TEC §28.002(d)(3) requires that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity at a moderate or vigorous intensity level.
 - (C)TEC §28.002(d)(6) is aligned with the American with Disabilities Act (ADA) to
ensure the needs of all students, including students with disabilities and all
physical ability level needs are met within physical education programming.
 - (D) TEC §25.114 requires that a student to teacher ratio shall be no more than 45 to 1 in a physical education class. If the ratio is greater than 45 to 1 the district shall specifically identify the manner in which the safety of the students will be maintained.
 - (E) TEC §38.101 requires that a school district annually assess the physical fitness of students enrolled in a course that satisfies the curriculum requirements for physical education in grade three or higher.
 - (F) TEC §38.102 requires that a school district assess the following factors that have been identified as essential to overall health and function which include aerobic capacity, body composition, and muscular strength, endurance, and flexibility.
- (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) Physical Education: The Lifetime Fitness and Wellness Pursuits course offers relevant current approaches for the foundation of healthy living, personal fitness, physical literacy, and lifetime wellness, and healthy living strategies. Students in Physical Education: Lifetime Fitness and Wellness Pursuits will acquire apply the knowledge and skills to demonstrate mastery show an assessed level of learning for application of these concepts needed to achieve lifetime wellness continue beyond High School. Students will participate in a variety of physical activities for attaining exhibit an understanding of differentiated programs, including components for personal fitness development, and lifetime health strategies and overall wellness competencies.
- (c) Knowledge and skills.
 - (1) Movement patterns<u>/and</u>-movement skills. While participating in physical activity, the <u>physically literate</u> 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-including warm-up/and-cool down, overload, frequency, intensity, time, and specificity, or progression; and
 - (B) apply <u>basic</u> biomechanical principles related to exercise and training <u>including</u> such as force, leverage, and type of contraction.
 - (2) Performance strategies. During physical activity, the physically literate student applies strategies skills, techniques, and safety practices associated with physical activity. The student is expected to:
 - (A) apply rules and procedures to ensure safety;
 - (B) describe apply appropriate practices and procedures to improve skills and strategy in various fitness activities.
 - (C) perform skills and <u>appropriate techniques</u> at a basic level of competency
 - (D) modify movement during performance using appropriate internal and external feedback
 - (E) <u>explain various methods to achieve personal fitness</u> including interval training, circuit training, HITT training, and functional fitness training.
 - (3) Health, and physical activityies, 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;
 - (BE) participate in a variety of activities that develop health-related physical fitness;
 - (CD) explain the relationship between physical fitness and wellness;

- (Đ_) measure and evaluate personal skill-related components of physical fitness including such as agility, balance, coordination, power, reaction time, and speed;
- (E) design and implement a personal fitness program that includes aspects of cardiorespiratory endurance, muscular strength/ and endurance, and flexibility health related fitness components;
- (FG) exhibit a <u>basic</u> level of competency in two or more aerobic and two or more anaerobic activities;
- (HK) measure and evaluate personal fitness status in terms of <u>health</u> related fitness componentscardiorespiratory endurance, muscular strength and endurance, flexibility and body composition;
- select and use appropriate technology tools to evaluate, monitor, and improve <u>health-related fitness physical development</u>;
- (JF) describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility.
- (LC) explain the relationships between among hydration, physical activity, and environmental conditions; and
- (MB) identify and describe exercise techniques that may be harmful or unsafe.
- (4) Social and emotional health. During physical activity, the <u>physically literate</u> 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;
 - (BA) describe and analyze the relationship between physical activity and social emotional health concepts;
 - (ĐC) recognize and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways; and
 - (ED) accept successes and performance limitations of self and others by exhibiting appropriate behavior and response,
 - (EB) recognize that improvement is possible with appropriate practice-;
 - (E) <u>evaluate the use of technology for the benefit of and detriment to social and</u> <u>emotional health.</u>
- (5) Lifetime wellness. The <u>physically literate</u> student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to:
 - (AD) explain the risks of overtraining;
 - (BC) explain the relationship between nutritional practices and physical activity;
 - (CB) identify myths associated with physical activity and nutritional practices as a consumer;

- (**D**<u>F</u>) analyze how nutrition, exercise, and other factors impact body composition;
- (E) evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements;
- (GA) describe how sleep is essential to optimal performance and recovery.

§116.53. Lifetime Recreation and Outdoor Pursuits (One 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 physicallyactive lifestyle and understands the relationship between physical activity and health throughout the lifespan. 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.

- The physical education TEKS are categorized into five strands that are of equal (2) 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) Physical education programs must include a quality curriculum, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment. Quality Instruction includes inclusion of all students, adaptations for students with disabilities, opportunities to be physically active most of class time, regular student assessment, and not using physical activity as a form of punishment (CDC Healthy Schools). The following Texas statutes are highlighted for the importance in physical education programming.
 - (A) TEC §28.002(d) requires that the physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.
 - (B) TEC §28.002(d)(3) requires that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity at a moderate or vigorous intensity level.
 - (C) TEC §28.002(d)(6) is aligned with the American with Disabilities Act (ADA) to ensure the needs of all students, including students with disabilities and all physical ability levels needs are met within physical education programming.
 - (D) TEC §25.114 requires that a student to teacher ratio shall be no more than 45 to 1 in a physical education class. If the ratio is greater than 45 to 1 the district shall specifically identify the manner in which the safety of the students will be maintained.
 - (E) TEC §38.101 requires that a school district annually assess the physical fitness of students enrolled in a course that satisfies the curriculum requirements for physical education in grade three or higher.
 - (F) TEC §38.102 requires that a school district assess the following factors that have been identified as essential to overall health and function which include aerobic capacity, body composition, and muscular strength, endurance, and flexibility.

- (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) Physical Education: The Lifetime Recreation and Outdoor Pursuits course provides offers opportunities to develop competency in five or more life-long recreational and outdoor pursuits for enjoyment and challenge. Students in Physical Education: Lifetime Recreation and Outdoor Pursuits will participate in activities that-promote physical literacy, promote respect for and connections to nature and the environment, and promote opportunities for can be enjoyedment for a lifetime. Students will be provided 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 <u>sports,/-</u>paddleing sports, boater <u>education,/</u> water <u>safety</u> 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 consistency in the execution of basic skills in lifetime recreational and outdoor pursuits;
 - (B) demonstrate and apply the rules, skills, and strategies of an activity;
 - (C) create design a conditioning program for the selected activity.
 - (2) Performance strategies. The <u>physically literate</u> 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 <u>appropriate</u> internal and external feedback
 - (CB) identify the critical elements for a successful performance within the context of the during a specific activity.
 - (3) Health, and physical activityies, 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) select and participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge;
 - (BE) analyze and compare health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits;
 - (C) establish realistic yet and challenging health-related fitness goals;
 - (DF) develop design and participate in a personal health-related fitness program that has the potential to meet identified activity goals;

- (EB) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and
- (FD) select and use appropriate technology tools to evaluate, monitor, and improve physical development health-related fitness.
- (4) Social and emotional health. The <u>physically literate</u> student articulates the benefit of time spent in recreational activities and <u>or outdoor pursuits</u> to promote mental, social and emotional health. The student is expected to:
 - (AD) evaluate the use of technology as a tool to both for the benefit of and detriment to social and emotional well-being health.
 - (BF) design a personal wellness plan that includes time engaging in and/or with nature outdoor pursuits.
 - (CE) analyze and summarize critical information on the <u>mental</u>, social and emotional health benefits of engagement and exposure to nature in-outdoor pursuits;
 - (<u>DA</u>) demonstrate attributes of teamwork such as leadership, problem-solving, trust, creativity, cooperation, conflict resolution, and communication
 - (EC) describe the benefits <u>nature outdoor pursuits</u> provides for <u>self regulation social</u> <u>emotional health</u>
 - (FB) demonstrate appropriate protocols etiquette for activities
- (5) Lifetime wellness. The <u>physically literate</u> student recognizes the relationship between lifetime recreational and or outdoor pursuits and health. The student is expected to:
 - (AD) identify and apply the health-related fitness principles to lifetime recreational and outdoor pursuits;
 - (BE) analyze the strengths and weaknesses of lifetime recreational and outdoor pursuits and their effects on personal fitness;
 - (CF) provide evidence of developing and maintaining health-related fitness;
 - (ĐC) explain and follow safety procedures during lifetime recreational and outdoor pursuits;
 - (EA) list and describe safety equipment used in lifetime recreational and outdoor pursuits;
 - (FG) design safe and appropriate practices/and procedures to improve skill in during an activity.
 - (GB) describe how sleep is essential to optimal performance and recovery.

§116.xx. Physical Education: Skill-Based Lifetime Activities (One Credit).

- (a) General requirements. Students shall be awarded one credit for completion of 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 physicallyactive lifestyle and understands the relationship between physical activity and health throughout the lifespan. 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.
- (5) Physical Education: Skill Based Lifetime Activities course offers basic skills, enhances knowledge about sports, exercise, and other forms of physical activity to develop physical literacy across the lifespan.
- (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) Physical education programs must include a quality curriculum, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment. Quality Instruction includes inclusion of all students, adaptations for students with disabilities, opportunities to be physically active most of class time, regular student assessment, and not using physical activity as a form of punishment (CDC Healthy Schools). The following Texas statutes are highlighted for the importance in physical education programming.
 - (A) TEC §28.002(d) requires that the physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.
 - (B) TEC §28.002(d)(3) requires that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity at a moderate or vigorous intensity level.
 - (C) TEC §28.002(d)(6) is aligned with the American with Disabilities Act (ADA) to ensure the needs of all students, including students with disabilities and all physical ability levels needs are met within physical education programming.
 - (D) TEC §25.114 requires that a student to teacher ratio shall be no more than 45 to 1 in a physical education class. If the ratio is greater than 45 to 1 the district shall specifically identify the manner in which the safety of the students will be maintained.
 - (E) TEC §38.101 requires that a school district annually assess the physical fitness of students enrolled in a course that satisfies the curriculum requirements for physical education in grade three or higher.
 - (F) TEC §38.102 requires that a school district assess the following factors that have been identified as essential to overall health and function which include aerobic capacity, body composition, and muscular strength, endurance, and flexibility.
- (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) Students in Physical Education: 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 <u>games are</u> activities in which students send an object toward a target. while avoiding obstacles
- (B) Striking<u>/and</u>-Fielding <u>games are</u> activities in which students <u>score points by</u> strike<u>ing</u> an object <u>in order to score points within a game</u>.
- (C) Fitness activities <u>provide opportunities for</u> in which students <u>to</u> apply fitness principles to accomplish an objective.
- (D) Rhythmic activities <u>provide opportunities for</u> in which students to demonstrate and/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. Global activities incorporate games with international significance. in which students participate

(c) Knowledge and skills.

- (1) Movement patterns/and-movement skills. <u>The physically literate Sstudents appliesy</u> movement skills while participating in a minimum of one five lifelong activitiesy including one from each of the following categories: target, striking/and-fielding, fitness, rhythmic, and innovative games and activities with international significance global</u>. The student is expected to:
 - (A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target <u>games</u> <u>activities</u>, bowling, and golf
 - (B) exhibit a level of competency in one or more striking/and fielding activities such as base games (e. g. kickball, softball, baseball, etc.) 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, and.
 - (D) exhibit a level of competency in one or more rhythmic activities. such as dance and jump rope
 - (E) exhibit a level of competency in one or more <u>innovative games and activities</u> with international significance global activities such as cricket, futsal, speed ball, and team handball.
- (2) Performance strategies. <u>The physically literate Sstudents appliesy</u> 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 <u>appropriate</u> 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.
- (F) keep score accurately during games or activities
- (3) Health, and physical activity, ies/and fitness. The physically literate Sstudents appliesy knowledge of health and fitness principles to the participation in skill-based lifetime activities. The student is expected to:
 - (AC) analyze and compare health and fitness benefits derived from participating in skill-based lifetime activities;
 - (BA) establish realistic <u>yet-and</u> challenging health-related fitness goals for selected skill-based lifetime activities; and
 - (CB) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities.
- (4) Social and emotional health. <u>The physically literate</u> <u>Sstudents</u> appliesy 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;
 - (CE) respond to challenges, successes, and failures in physical activities in socially appropriate ways; and
 - (\underline{PC}) accept successes and performance limitations of self and others.
 - (ED) accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment, while officiating.
- (5) Lifetime wellness. <u>The physically literate Ss</u>tudents appl<u>iesy</u> 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.
 - (B) describe how sleep is essential to optimal performance and recovery.