

Physical Education TEKS Review Work Group E Draft Recommendations

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 self-confidence 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

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

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	(1) Movement patterns and movement skills-- movement skills locomotor skills.									
	The physically literate student demonstrates competency in fundamental movement patterns and proficiency in developmentally appropriate skills and patterns.									
Locomotor Skills: Hopping, galloping, running, sliding, skipping, leaping, jumping, and landing	develops locomotor skills while maintaining balance	develops locomotor skills while maintaining balance	develops locomotor skills while maintaining balance	develops locomotor skills while maintaining balance						Streamlined because of repetitive wording
Locomotor Skills: Hopping, galloping, running, sliding, skipping, leaping, jumping, and landing	(A) <u>attempt proper form in hopping, galloping, running, sliding, skipping, leaping, and walking,</u>	(A) demonstrate proper form in hopping, <u>galloping, running, sliding, skipping, galloping leaping, and walking,</u>	(A) demonstrate mature form in <u>hopping, galloping, running, sliding, skipping, leaping, and walking and running,</u>	(A) demonstrate proper <u>mature</u> form in <u>jogging, hopping, galloping,</u> running, <u>sliding, skipping, leaping, and walking</u>	(A) apply proper <u>mature</u> form in <u>in a variety of locomotor skills jogging, running, and leaping; in during dynamic activities</u>	(A) apply proper <u>mature</u> form in <u>a variety of locomotor skills and combinations jogging, running, and leaping in during dynamic activities</u>	(A) perform a variety of locomotor skills and combinations in a <u>during</u> dynamic setting- <u>activities</u>	(A) perform a variety of locomotor skills and combinations in a <u>during</u> dynamic setting- <u>activities</u>	(A) perform a variety of locomotor skills and combinations in a <u>during</u> dynamic setting- <u>activities</u>	Added SE to Kindergarten for VA. Shows vertical alignment and mastery starting in grade 4. Consistent wording across strands
Locomotor Skills: Hopping, galloping, running, sliding, skipping, leaping, jumping, and landing	(B) <u>attempt proper form in jumping and landing</u>	(B) <u>demonstrate proper form in jumping and landing</u>	(B) <u>demonstrate proper form in jumping and landing</u>	(B) <u>demonstrate mature form in jumping and landing at varying levels</u>	(B) demonstrate body control <u>mature form</u> in jumping and landing in both horizontally and vertically height and distance using key elements for creating and absorbing force, such as bending knees, extending arms, and landing on both feet	(B) demonstrate body control in jumping and landing in both height and distance using key elements for creating and absorbing force, such as bending knees, extending arms, and landing on both feet demonstrate <u>mature form</u> in jumping and landing <u>horizontally and vertically</u>	(B) demonstrate <u>mature form</u> in jumping and landing <u>horizontally and vertically</u>	(B) demonstrate <u>mature form</u> in jumping and landing <u>horizontally and vertically</u>	(B) demonstrate <u>mature form</u> in jumping and landing <u>horizontally and vertically</u>	Pulled out jumping and landing to make a new SE

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	(2) Movement patterns and movement skills--movement skills non-locomotor skills.									
	The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <u>The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills.</u>									
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 in balancing and traveling 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 <u>including</u> bending, stretching, twisting, and curling	(B) demonstrate non-locomotor movements <u>including</u> bending, stretching, twisting, and curling	(B) demonstrate differences among twisting, curling, bending, <u>stretching, twisting, curling, pushing, pulling, and swaying exercises</u>	(B) combine twisting, curling, bending, <u>stretching, twisting, curling, pushing, pulling, and swaying in a variety of balancing activities</u>	(B) combine twisting, curling, bending, <u>and stretching, twisting, curling, pushing, pulling, and swaying in a variety of balancing activities</u>	(B) <u>combine twisting, curling, bending, stretching twisting, curling, pushing, pulling, and swaying in a variety of balancing activities</u>	WG-D combine twisting, curling, bending and stretching in balancing activities. (B) combine twisting, curling, bending, <u>stretching, twisting, curling, pushing, pulling, and swaying in a variety of balancing activities</u>	WG-D combine twisting, curling, bending and stretching in balancing activities (B) combine twisting, curling, bending, <u>stretching, twisting, curling, pushing, pulling, and swaying in a variety of balancing activities</u>	WG-D combine twisting, curling, bending and stretching in balancing activities. (B) combine twisting, curling, bending, <u>stretching, twisting, curling, pushing, pulling, and swaying in a variety of balancing activities</u>	Added pushing, pulling, swaying, and stretching to complete the topic.

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	(3) Movement patterns and movement skills--movement skills manipulative skills.									
	The physically literate <u>student demonstrates competency</u> in individual applies movement concepts and principles to the learning and development of manipulative skills. <u>developmentally appropriate manipulative skills.</u>									
Manipulative Skills: Throwing and catching	(A) <u>self-toss an ball object</u> and catch it before it bounces twice	(A) demonstrate some key elements in <u>self-toss</u> , overhand throw, underhand throw, and catching	(A) demonstrate some key elements in <u>self-toss</u> , overhand throw, underhand throw, and catching	(A) demonstrate most key elements in <u>self-toss, overhand throw, underhand throw, and catching</u> throwing and catching in a variety of positions	(A) demonstrate key elements in <u>self-toss, overhand throw, underhand throw, and catching</u> throwing and catching during dynamic activities	(A) execute key elements <u>demonstrate mature form</u> in <u>self-toss, overhand throw, underhand throw, throwing and catching</u> in dynamic activities	(A) demonstrate key elements in mature form in <u>self-toss, overhand throw, underhand throw, throwing and catching</u> in dynamic activities	(A) apply key elements in mature form in <u>self-toss, overhand throw, underhand throw, throwing and catching</u> in dynamic activities with distance and accuracy	(A) apply key elements in throwing mature form in <u>self-toss, overhand throw, underhand throw, and catching</u> 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 attempt <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 dribbling, and foot dribbling	(B) demonstrate most key elements in hand dribbling and foot dribbling	(B) demonstrate key elements in hand dribbling and foot dribbling in during dynamic activities	(B) demonstrate <u>mature form</u> competence in hand dribbling and foot dribbling in during dynamic activities	(B) demonstrate key elements mature form in hand dribbling and foot dribbling in during dynamic activities	(B) apply key elements mature form in hand dribbling and foot dribbling in during dynamic activities with control	(B) apply key elements mature form in hand dribbling and foot dribbling in during dynamic activities with control <u>against an opponent</u> while preventing an opponent from stealing the ball	Bouncing is a separate skill from dribbling Streamlined language and VA
Manipulative Skills: Dribbling							WG-C: 6.1I hand and foot dribble using the critical elements in practice settings.	WG-C: 6.1I hand and foot dribble using the critical elements in dynamic settings	WG-C: 6.1I hand and foot dribble using the critical elements in small-sided activities	

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	(3) Movement patterns and movement skills--movement skills manipulative skills.									
	The physically literate <u>student demonstrates competency</u> in individual applies movement concepts and principles to the learning and development of manipulative skills. <u>developmentally appropriate manipulative skills.</u>									
Manipulative Skills: Kicking/Punting	(C) attempt to kick a stationary ball from a static position	(C) attempt to demonstrate kicking <u>in</u> a stationary ball from a static position	(C) <u>demonstrate the appropriate</u> approach a <u>when kicking a</u> stationary ball <u>using key elements of kicking</u>	(C) <u>demonstrate the appropriate</u> approach <u>when kicking a moving ball.</u> continuously a stationary ball using key elements in kicking and punting	(C) <u>demonstrate the appropriate</u> approach <u>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 appropriate form</u> <u>when approach continuously a stationary or rolling ball using key elements in kicking and punting in dynamic activities</u>	(C) demonstrate mature <u>form</u> pattern in <u>key elements of</u> kicking and punting <u>in</u> during dynamic activities	(C) apply <u>key elements mature form</u> in kicking and punting <u>in</u> during dynamic activities with control, distance, and accuracy	(C) apply <u>key elements mature form</u> in kicking and punting <u>in</u> during dynamic activities <u>with control while preventing against an opponent from stealing or blocking the ball</u>	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 partner</u> such as balloon, beach ball, or foam ball	(D) volley a lightweight object to self <u>and partner</u> such as balloon, beach ball, or foam ball	2.1.N. demonstrate key elements of volleying with consecutive hits (D) <u>demonstrate key elements in volleying to a wall or partner or over an object or net</u>	3.1.J. demonstrate key elements in volleying with consecutive hits (D) <u>demonstrate key elements in volleying to a wall or partner or over an object or net</u>	(D) demonstrate key elements in volleying <u>with consecutive hits</u> to a wall, <u>or to a partner,</u> or over an object/ or net	(D) <u>demonstrate mature form</u> use <u>continuously key elements in</u> volleying <u>with consecutive hits</u> to a wall, to a partner, or over an object/ <u>or</u> net	(D) <u>demonstrate mature form</u> use <u>continuously key elements in</u> volleying <u>with consecutive hits</u> to a wall, to a partner, or over an object/ or net	(D) apply <u>key elements mature form</u> in volleying <u>with consecutive hits to a wall, to a partner, or over an object/net</u> with accuracy <u>in</u> during small sided games or activities	(D) apply <u>key elements mature form</u> in volleying <u>with consecutive hits to a wall, to a partner, or over an object/net</u> with accuracy <u>in</u> 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

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Topic	(3) Movement patterns and movement skills--movement skills manipulative skills.									Comments
	The physically literate <u>student demonstrates competency</u> in individual applies movement concepts and principles to the learning and development of manipulative skills. <u>developmentally appropriate manipulative skills.</u>									
Manipulative Skills: Striking	(E) explore attempt elements of in striking using a lightweight object or hand	(E) explore attempt elements of in striking using <u>a hand</u> , or short-handled implement or hand	(E) demonstrate key elements of in striking an <u>stationary</u> object off the ground or elevated surface with a <u>hand or short- or long-</u> handled implement , including hitting a ball off an object such as a tee or a cone	(E) demonstrate key elements in striking <u>an moving</u> object with a <u>hand or short or long</u> handled implement, including hitting a ball off an object such as a hockey stick, golf club, or bat	(E) demonstrate consistent key elements in striking an object with a <u>hand, or short or long</u> handled implement, including hitting a ball off an object such as a hockey stick, golf club, or bat in during dynamic activities	(E) <u>demonstrate mature form in striking an object a stationary or moving ball</u> with a <u>hand, or short or long</u> handled implement, including hitting a moving ball such as a hockey stick, golf club, or bat in during dynamic activities	demonstrate key elements of striking an object with an implement in dynamic activities (E) <u>demonstrate mature form in striking- an object with a hand or handled implement, during dynamic activities</u>	(E) <u>apply mature form in striking an object with speed, accuracy, force, and distance during dynamic activities.</u> demonstrate key elements of striking an object with an implement in dynamic activities with distance and accuracy	(E) <u>apply mature form in striking an object with speed, accuracy, force, and distance during dynamic activities</u> apply key elements of striking an object with an implement in dynamic activities with distance and accuracy in small games setting	Streamlined language and VA
Manipulative Skills: Striking							WG C: 6.1G, strike an object with accuracy, speed, or force using an implement using the critical elements in a practice setting	WG C: strike an object with accuracy, speed, or force using an implement with the critical elements in a dynamic setting	WG C: strike an object with accuracy, speed, or force using an implement with the critical elements in small-sided activities	Combined with E
Manipulative Skills: Jumping rope	(F) Explore attempt jumping <u>a self-turned</u> patterns over an object such as a rope, hoop, or line	(F) <u>attempt</u> jumping consecutively with a self-turned rope	(F) <u>demonstrate</u> jumping consecutively with a self-turned rope using a <u>variety of basic variety of jumps skills</u>	(F) demonstrate key elements of <u>jumping a self-turned rope using a variety of</u> intermediate skills with an individual or long rope	(F) demonstrate key elements of jumping a self-turned rope intermediate skills or in a routines with an individual or long rope	(F) demonstrate key elements of <u>jumping a self-turned rope using a variety of</u> advanced skills <u>in a routine</u> with an individual or long rope using various rhythms and foot patterns repeatedly	(F) apply jump rope skills to a variety of fitness-related activities such as <u>that include</u> agility, speed, and endurance	apply jump rope skills to a variety of fitness-related activities such as agility, speed, and endurance (F) <u>apply jump rope skills to a variety of activities that include agility, speed, and endurance</u>	apply jump rope skills to a variety of fitness-related activities such as agility, speed, and endurance (F) <u>apply jump rope skills to a variety of activities that include agility, speed, and endurance</u>	Streamlined language and VA

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	(3) Movement patterns and movement skills--movement skills manipulative skills.									
	The physically literate <u>student demonstrates competency</u> in individual applies movement concepts and principles to the learning and development of manipulative skills. <u>developmentally appropriate manipulative skills.</u>									
Manipulative Skills: Jumping rope	(G) <u>demonstrate swinging a long rope back and forth with a partner</u>	(G) <u>demonstrate turning a long rope consecutively</u>	(G) demonstrate able to turning and jumping a long rope	(G) <u>demonstrate entering and exiting a turned long rope</u>	(G) <u>demonstrate entering, jumping, and exiting a turned long rope</u>	(G) <u>demonstrate entering, jumping using a variety of tricks, and exiting a 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

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<p>(3) Movement patterns and movement skills--movement skills manipulative skills.</p> <p>The physically literate <u>student demonstrates competency</u> in individual applies movement concepts and principles to the learning and development of manipulative skills. <u>developmentally appropriate manipulative skills.</u></p>										
<p>Manipulative Skills: Combination of locomotor, non-locomotor and manipulatives</p>					<p>4.2.D. describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump</p>	<p>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</p>				<p>Covered in striking, kicking, etc.</p>
<p>Manipulative Skills: Combination of locomotor, non-locomotor and manipulatives</p>					<p>WG-C: 4.2.A identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;</p>	<p>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</p>				<p>WG C:4.2.A and 5.2.A moving to Performance strategies , topic: strategies, tactics, practice and performance</p>
<p>Manipulative Skills: Combination of locomotor, non-locomotor and manipulatives</p>						<p>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</p>				<p>Addressed in striking, kicking, and dribbling</p>

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<p>(3) Movement patterns and movement skills--movement skills manipulative skills.</p> <p>The physically literate <u>student demonstrates competency</u> in individual applies movement concepts and principles to the learning and development of manipulative skills. <u>developmentally appropriate manipulative skills.</u></p>										
<p>Manipulative Skills: Combination of locomotor, non-locomotor and manipulatives</p>					<p>WG-C: 4.2.B. identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills</p>	<p>WG-C: 5.2.C. choose appropriate drills/activities to enhance the learning of a specific skill</p>				<p>Doesn't fit in this substrand</p> <p>Are students really able in 5th grade to choose drills?</p>
<p>Manipulative Skills: Combination of locomotor, non-locomotor and manipulatives</p>					<p>WG-C: 4.2.C. make appropriate changes in performance based on feedback</p>					<p>Located in SEL</p>
<p>Manipulative Skills: Combinations of locomotor, non-locomotor, and manipulatives Work Group C</p>							<p>6.1(A) perform a combination of skills such as locomotor, non-locomotor, and manipulatives skills in dynamic and rhythmic activities</p>	<p>perform a combination of skills such as locomotor, non-locomotor, and manipulatives skills in dynamic fitness, sport, and rhythmic activities</p>	<p>perform a combination of skills such as locomotor, non-locomotor, and manipulatives skills in dynamic fitness, sport, and rhythmic activities</p>	<p>Already address with other topics</p>
<p>Manipulative Skills: Combinations of locomotor, non-locomotor, and manipulatives Work Group C</p>							<p>WG-C: demonstrate, without cue, critical elements in specialized skills including combinations such as throwing, catching, dribbling, kicking, volleying, and striking in practice settings</p>	<p>WG-C: 7.1(F) demonstrate, without cue, mature critical elements in specialized skills including combinations such as throwing, catching, dribbling, kicking, volleying, and striking in dynamic settings</p>	<p>WG-C: demonstrate, without cue, critical elements in specialized skills including combinations such as throwing, catching, dribbling, kicking, volleying, and striking in small sided activities</p>	<p>Addressed in other topics such as throwing, catching, kicking, and striking</p>

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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	Comments
(4) Movement patterns and movement skills-- movement patterns spatial/ and body awareness.										
The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance: demonstrates competency in spatial and body awareness. Including pathways, shapes, levels, speed, direction, and force.										
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

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	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	(4) Movement patterns and movement skills-- movement patterns spatial/ and body awareness.									Comments
	The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance. demonstrates competency in spatial and body awareness. Including pathways, shapes, levels, speed, direction, and force.									
Spatial/Body Awareness: Speed, direction, and force	(C) travel at demonstrate moving in different speeds and directions	(C) demonstrate moving in different tees in speeds, and directions, 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 teacher	(C) combine speed, direction, and force, with skills as directed by the teacher	(C) apply speed, and direction, and force in spacing for during dynamic activities running	(C) apply speed, direction, and force to strategy in game situations during dynamic activities	(C) apply speed, direction, and force during dynamic activities	(C) apply speed, direction, and force during dynamic activities	(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	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) demonstrates locomotor, nonlocomotor, and manipulative skills safely in personal and general space	(A) demonstrate locomotor, nonlocomotor, and manipulative skills safely in personal and general space	(A) demonstrate apply the appropriate use of open space and closing concept of open spaces to combination skills in during 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) demonstrate the appropriate use of open space and closing space during dynamic activities	(A) apply the appropriate use of open space and closing space during dynamic activities	(A) apply the appropriate use of open space and closing space during dynamic activities	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

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	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	(4) Movement patterns and movement skills-- movement patterns spatial/ <u>and body</u> awareness.									Comments
	The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <u>demonstrates competency in spatial and body awareness.</u> <u>Including pathways, shapes, levels, speed, direction, and force.</u>									
Spatial/Body Awareness: Pathways, shapes, and levels	(B) <u>demonstrate</u> travels in different pathways, <u>shapes</u> , and levels	(B) demonstrates different pathways, <u>shapes</u> , and levels	(B) combine <u>pathways</u> , shapes, <u>and</u> levels, and pathways into simple sequences	(B) combine <u>pathways</u> , shapes, and levels, and pathways into <u>patterns</u> repeatable <u>sequences</u>	(B) demonstrate apply appropriate use of pathways and levels <u>in</u> <u>during</u> dynamic activities	(B) demonstrate <u>apply</u> appropriate use of pathways and levels <u>in</u> game <u>environments or</u> <u>during</u> dynamic activities				

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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	Comments	
	(5) Movement patterns and movement skills: movement patterns rhythmic activities and Dance.										
	The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance. demonstrates competency in rhythmic activities and rhythmic combinations.										
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 and follow teacher movement	(B) demonstrate the ability to <u>mirror and follow teacher movement work with a partner such as leading and following</u>	(B) demonstrate the ability to mirror a partner	(B) demonstrate <u>the ability to lead and follow various step patterns and combinations of movement in repeatable sequences with a partner</u>	(B) perform basic folk dance steps with a partner <u>demonstrate the ability to lead and follow individually or in a group</u>	(B) perform selected advanced folk dances with a partner <u>demonstrate the ability to lead and follow individually and in a group</u>				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	

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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 <u>116.22</u>	Grade 7 116.23	Grade 8 116.24	Comments
Rhythm and Dance: Combinations				(A) demonstrate various step patterns and <u>rhythmical combinations of movement</u> in repeatable <u>patterns</u> sequences with a partner	(A) create a movement sequence with a beginning, middle, and end <u>create a rhythmic activity with appropriate dance steps and movement patterns</u>	(A) create and teach a movement sequence <u>create a and teach rhythmic activity with appropriate steps and movement patterns</u>	(A) <u>create and perform rhythmic activity with appropriate steps and movement patterns</u>	(A) <u>create and perform rhythmic activity with appropriate steps and movement patterns</u>	(A) <u>create and perform rhythmic activity with appropriate steps and 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.

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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	Comments
	(6) Performance strategies--games/sports/and activities.									
	<u>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</u>									
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(A) <u>demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during games</u>	(A) <u>apply the skills of chasing, fleeing, and dodging to avoid or catch others during games</u>	(A) demonstrate <u>apply the skills of chasing, fleeing, and dodging to avoid or catch others during games</u>	(A) identify <u>components of games that can be modified to make the games and participants more successful</u> <u>recognize fundamental components and strategies of simple games</u>	(A) <u>recognize fundamental components and strategies of games</u>	(A) <u>demonstrate fundamental components and strategies used in net or wall, invasion, target, striking or fielding games</u>	(A) <u>demonstrate fundamental components and strategies used in net or wall, invasion, target, striking, and fielding games</u>	(A) <u>apply components and strategies used in net or wall, invasion, target, striking, and fielding games</u>	(A) <u>apply advanced components and strategies used in net or wall, invasion, target, striking, and fielding games</u>	Possibly move down in performance SE's New SE's moved up to one SE 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 movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve goals</u>	(C) <u>coordinate movements as an individual or with others to achieve 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 relationships between a variety of game skills</u>	(B) <u>identify the relationships between a variety of game skills</u>	(B) <u>identify the relationships between a variety of game skills</u>	(B) <u>identify the relationships between a variety of game skills</u>	(B) identify similar <u>the relationships between a variety of movement elements in sports game skills</u>	(B) identify common <u>phases the relationships between a variety of game skills including such as preparation, movement, follow through, or and recovery in a</u>	(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 <u>during</u> 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

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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	Comments	
	(6) Performance strategies--games/sports/and activities.										
	<u>The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.</u>										
						variety of movement skills					
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games								demonstrate appropriate variations of speed, force and direction such as running sprints, running distance, throwing a disk, jumping, kicking.	demonstrate appropriate variations of speed, force and direction such as running sprints, running distance, throwing a disk, jumping, kicking.	Already addressed in speed, direction, and force	
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games	(D) <u>identify activities to improve performance for selected skills</u>	(D) <u>identify activities to improve performance for selected skills</u>	(D) <u>demonstrate activities to improve performance for selected skills</u>	(D) <u>demonstrate activities to improve performance for selected skills</u>	(D) <u>modify activities to improve performance for selected skills</u>	(D) <u>modify activities to improve performance for selected skills</u>	(D) modify activities that provide practice of selected skills to improve performance <u>of selected skills</u>	(D) create and modify activities that provide practice of selected skills to improve performance <u>of selected skills</u>	(D) create and modify activities that provide practice of selected skills to improve performance <u>of selected skills</u>		
Strategies/Tactics/ Practice/Performance: Invasion, target, net/wall, fielding, striking, cooperative games								7.1.F. demonstrate, without cue, critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand, striking with a racket or club, or batting	8.1.F. demonstrate without cue critical elements in specialized skills related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and backhand striking with a racket or club, or batting	Located in movement skills	

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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	Comments	
	(6) Performance strategies--games/sports/and activities.										
	The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games.										
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 during games, sports, and activities	(E) demonstrate rules, procedures, and safe practices in during games, sports, and activities	(E) demonstrate rules, procedures, and safe practices in during games, sports, and activities	(E) explain rules, procedures, and safe practices in during games, sports, and activities	(E) explain rules, procedures, and safe practices in during 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 during 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	

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	Comments	
	(7) Performance strategies--outdoor and recreational Activities-pursuits.										
	The physically literate student will demonstrate competency in outdoor and recreational pursuits.										
Outdoor/Adventure Skills	(A) explore introductory outdoor/and nature pursuits	(A) explore introductory outdoor/and nature pursuits	(A) explore introductory outdoor/and nature pursuits	(A) identify participate in introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	(A) identify participate in introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	(A) identify participate in introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	(A) demonstrate introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	(A) demonstrate introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses	(A) demonstrate introductory outdoor pursuit skills such as rock climbing, navigation skills, hiking, paddle sports, archery, cycling, or challenge courses.		

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	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
Topic	(8) Health and physical activity, ies/and-fitness--physical fitness knowledge skills/and mechanics. The physically literate student <u>demonstrates competency in the skills and mechanics used during physical activity.</u> should know the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:									
							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	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	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	We made one KS for K-8
Skill/ Mechanics	(A) identify principles of good posture/ and body alignment and its impact on physical activity and skill	(A) identify principles of good posture/ and body alignment and its impact on physical activity and skill	(A) demonstrate principles of good posture/ and body alignment and its impact on physical activity and skill	(A) demonstrate and identify principles of good posture/ and body alignment and its impact on physical activity and skill	(A) demonstrate, identify and apply principles of good posture/ and body alignment and its impact on physical activity and skill	(A) demonstrate, identify and apply principles of good posture/ and body alignment and its impact on physical activity and skill	(A) identify correct movement patterns for basic physical 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	(A) demonstrate, identify and apply principles of good posture/ and body alignment and their impact on physical activity and skill	(A) demonstrate, identify and apply principles of good posture/ and body alignment and their impact on physical activity and skill	Should move to A/P SE should be streamlined across K-8
Skills/ 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) recognize and demonstrate and recognize the importance of lifting and supporting his/her own body weight in selected activities that develop muscular strength and endurance in arms, shoulders, abdomen, back and legs	(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) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs	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.

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	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	(8) Health and physical activity, ies/and fitness--physical fitness knowledge skills/and mechanics.									Comment
	The physically literate student <u>demonstrates competency in the skills and mechanics used during physical activity.</u> should know the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:									
Skills/ Mechanics							7.2.E make appropriate changes based on feedback	7.2.E make appropriate changes based on feedback	8.2.E make appropriate changes based on feedback	In SEL page 3 bottom row
Skill/ Mechanics	Components (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk	Components (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk	Components (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk	Components (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk	(C) recognize and demonstrate exercises for flexibility	(C) recognize and demonstrate exercises for flexibility	7.2.F identify and apply basic biomechanical principles (C) develop and maintain flexibility	7.2.F identify and apply basic biomechanical principles (C) develop and maintain flexibility	8.2.F identify and apply basic biomechanical principles (C) develop and maintain flexibility	
							6.4.A describe long-term benefits of regular physical activity	7.4.A list long term physiological and psychological benefits that may result from regular participation in physical activity	8.4.A list long term physiological and psychological benefits that may result from regular participation in physical activity	

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	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	<u>(9) Health, physical activity, and fitness--fitness principles.</u>										
	Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student has knowledge of a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student actively engages in a health enhancing, physically active lifestyle that improves health and skill-related fitness components while providing opportunities for enjoyment and challenge in both teacher-directed and independent activities. The student is expected to:			Health, physical activity, fitness: [Fitness principles]. The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:				Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
	<u>The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:</u>										
Fitness Principles	(A) observe and describe the immediate effect of physical activity on the heart and <u>lungs breathing rate and perspiration</u>	WG-D Difficult to see and follow vertical alignment when TEKS are placed in A, B, etc. horizontal rows. (A) <u>identify and the immediate effect of physical activity on the heart and lungs</u>	WG-D Not sure where these TEKS are, they look like they are on page 4 (A) <u>identify and describe benefits of regular physical activity on the heart and lungs</u>	(A) <u>describe benefits of regular physical activity including stress management</u>	(A) <u>describe benefits of regular physical activity including stress management</u>	5.3.A. participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness. (A) <u>describe benefits of moderate to vigorous physical activity including stress management</u>	6.3.B participate in moderate to vigorous health-related physical activities on a regular basis (A) <u>describe long-term benefits of regular to moderate to vigorous physical activity including stress management</u>	7.3.C participate in moderate to vigorous health-related physical activities on a regular basis (A) <u>list analyze long term physiological and psychological benefits of moderate to vigorous that may result from regular participation in physical activity including stress management</u>	8.3.E. participate in moderate to vigorous health-related physical activities for a sustained period of time on a regular basis (A) <u>list analyze long term physiological and psychological benefits of moderate to vigorous that may result from regular participation in physical activity including stress management</u>	5.3A-8.3E Now in lifetime wellness	
Fitness Principles	K.3.B. participate in moderate to vigorous physical activities that cause increased heart rate, breathing rate, and perspiration	1.3.B. participate in moderate to vigorous physical activities and recognize that heart rate, breathing rate, and perspiration increase with physical activity	2.3.B. participate in moderate to vigorous physical activities and recognize that heart rate, breathing rate, and perspiration increase with physical activity	3.3.B. participate in moderate to vigorous physical activities and recognize that heart rate, breathing rate, and perspiration increase with physical activity			6.5.C identify the appropriate elements of warm-up and cool-down procedures for a specified activity or exercise	7.5.C include warm-up and cool-down procedures regularly during exercise monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects and recommend prevention and treatment	8.5.C include warm-up and cool-down procedures regularly during exercise monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects and recommend prevention and treatment	K3 Now in lifetime wellness 6.5-8.5C duplicate from injury prevention	

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Topic	<u>(9) Health, physical activity, and fitness--fitness principles.</u>									Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
	Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student has knowledge of a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student actively engages in a health enhancing, physically active lifestyle that improves health and skill-related fitness components while providing opportunities for enjoyment and challenge in both teacher-directed and independent activities. The student is expected to:			Health, physical activity, fitness: [Fitness principles]. The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:			
	<u>The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:</u>									
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) <u>identify the importance of frequency and intensity during endurance activities</u>	(B) <u>identify the importance of frequency and intensity during endurance activities</u>	(B) <u>define and describe the FITT principle and how it improves fitness of frequency, intensity, and time and describe how to incorporate these principles to improve fitness</u> WG-D Add the FITT at the beginning of the TEK with the definition	(B) <u>define and describe the FITT principle and how it improves fitness of frequency, intensity, and time and describe how to incorporate these principles to improve fitness</u>	(B) <u>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</u>	(B) <u>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</u>	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) <u>classify activities as being aerobic or anaerobic</u>	(D) <u>describe the effects of aerobic exercise on the heart and overall health</u>	(D) <u>select aerobic exercises and describe the effects on the heart and overall health</u>	

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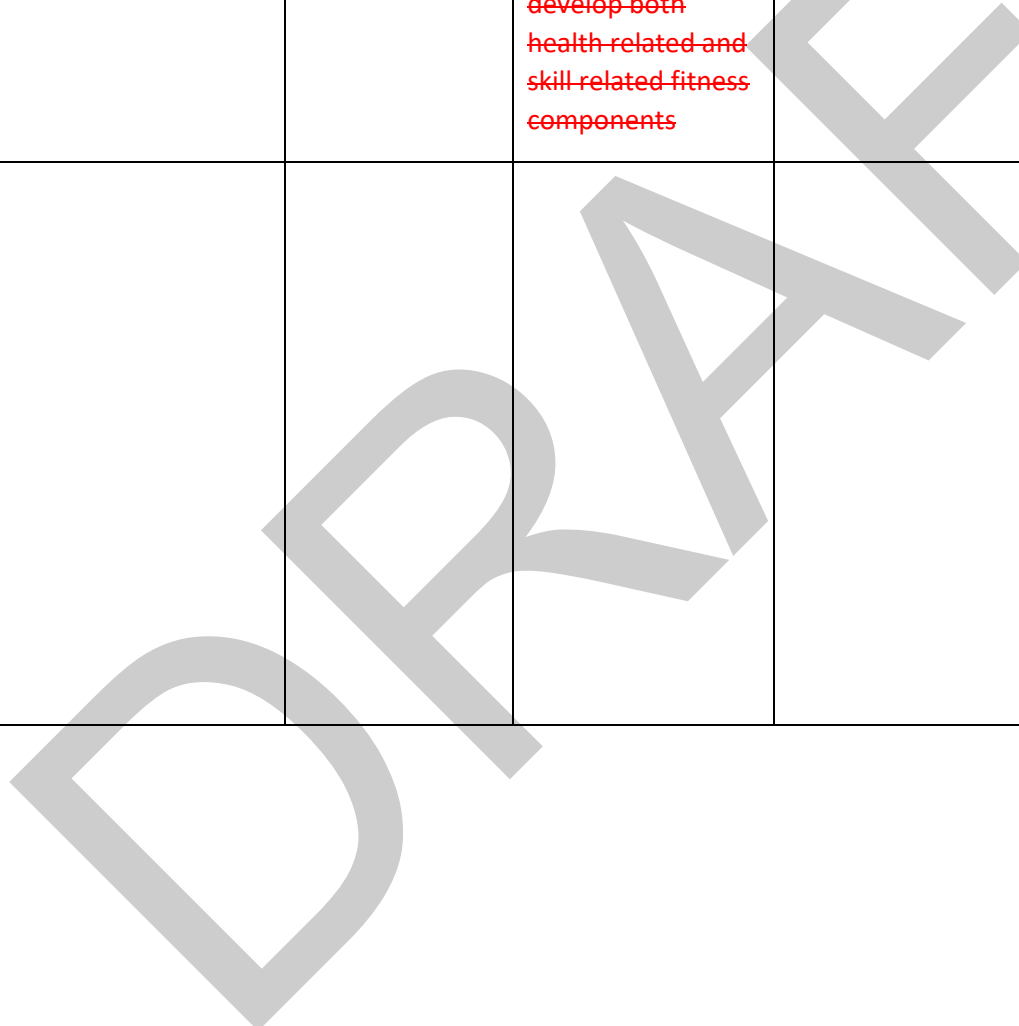
	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24		
Topic	<u>(9) Health, physical activity, and fitness--fitness principles.</u>										
	Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student has knowledge of a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student actively engages in a health enhancing, physically active lifestyle that improves health and skill related fitness components while providing opportunities for enjoyment and challenge in both teacher-directed and independent activities. The student is expected to:			Health, physical activity, fitness: [Fitness principles]. The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:				Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
	<u>The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:</u>										
Fitness Principles				(C) <u>Identify the components of health-related skill related fitness</u>	(C) <u>Identify the components of skill related and health-related fitness</u>	(C) <u>Identify and the difference tiate between health-related and skill related fitness components</u>	(C) <u>Identify the health-related and skill related fitness components and describe how each component impacts personal fitness</u>	(C) <u>Identify the health-related and skill related fitness components and describe how each component impacts personal fitness</u>	8.3.G develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs (C) <u>Identify the health-related and skill related fitness components and describe how each component impacts personal fitness</u>	Listed 3 times in this strand	
Anatomy & Physiology							6.4.D analyze effects of exercise on heart rate through the use of manual pulse checking, recovery rates, heart rate monitors, perceived exertion scales, and/or computer-generated data	7.4.B assess physiological effects of exercise during and after physical activity	8.4.C assess physiological effects of exercise during and after physical activity	Covered 6.4 moving to analyze data topic Anatomy & Physiology was NEVER a topic!	
Anatomy & Physiology									8.3.G develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs	Moving to skills/mechanics	

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	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	<u>(9) Health, physical activity, and fitness--fitness principles.</u>										
	Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student has knowledge of a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student actively engages in a health enhancing, physically active lifestyle that improves health and skill-related fitness components while providing opportunities for enjoyment and challenge in both teacher-directed and independent activities. The student is expected to:			Health, physical activity, fitness: [Fitness principles]. The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:				Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
	<u>The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:</u>										
Anatomy & Physiology									8.4.B identify opportunities in the school and community for regular participation in physical activity	In lifetime wellness	
	Health and physical activities/fitness: physical fitness knowledge [Components]. (3) The student exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			Health and physical activities/fitness: physical fitness knowledge [Components]. (3) The student demonstrates and recognizes the importance of exhibits a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:			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 skill 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	

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	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	<u>(9) Health, physical activity, and fitness--fitness principles.</u>										Comment There were 3 KS so we streamlined. The middle KS needs to be used for K-8
	Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student has knowledge of a health enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:				Health and physical activities/fitness: physical fitness knowledge [Fitness principles]. The student actively engages in a health enhancing, physically active lifestyle that improves health and skill-related fitness components while providing opportunities for enjoyment and challenge in both teacher-directed and independent activities. The student is expected to:			Health, physical activity, fitness: [Fitness principles]. The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:			
	<u>The physically literate student demonstrates and recognizes a health enhancing, physically active lifestyle. The student is expected to:</u>										
Components					4.3.E. participates in activities that develop both health-related and skill-related fitness components						This one is no longer needed because it was included in the skill/mechanics
Fitness Programs								7.4.F 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	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



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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	Comment
	<u>(10) Health, physical activity, and fitness-- analyze data.</u>									Carry this KS across the 3-8
				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:				
				<u>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</u>						
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 for in one or more each of the components of health-related fitness	(A) identify <u>an</u> appropriate personal fitness goal for in each of the components of health-related fitness	(A) <u>monitor and evaluate personal fitness goals and make appropriate changes for improvement</u>	(A) <u>monitor and evaluate personal fitness goals and make appropriate changes for improvement</u> and	(A) <u>monitor and evaluate personal fitness goals and make appropriate changes for improvement</u> and	
Analyze data (performance goals)				(B) <u>describe the importance of goal setting in improving health related fitness</u> <i>4.4.C. identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility</i>	(B) <u>describe the importance of goal setting in improving health related fitness</u> <i>4.4.C identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility</i>	(B) <u>describe the importance of goal setting in improving health related fitness</u>	(B) <u>describe the importance of goal setting in improving health related fitness</u>	(B) <u>describe the importance of goal setting in improving health related fitness</u> skill	(B) <u>describe the importance of goal setting in improving health related fitness</u> skill	

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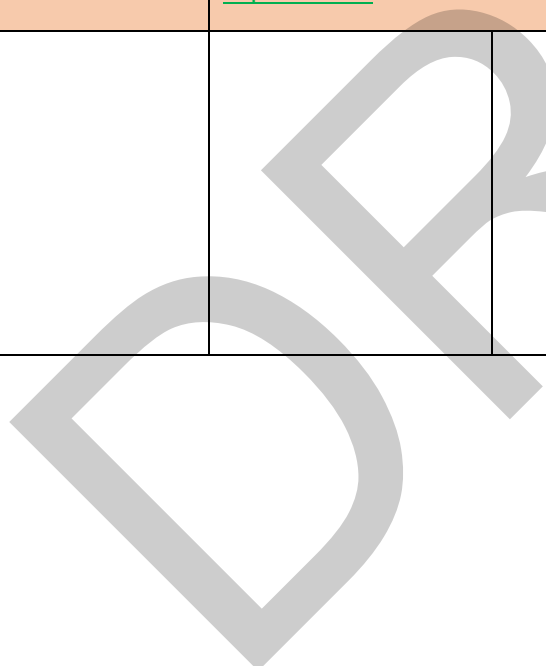
Topic	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	Comment
	<u>(10) Health, physical activity, and fitness-- analyze data.</u>									Carry this KS across the 3-8
				Health and physical activities/fitness: personal 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:				
				<u>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</u>						
Analyze (data, performance, goals)				(C) <u>identify methods for measuring health related fitness cardiovascular endurance, muscular strength and endurance, and flexibility</u>	(C) <u>identify methods for measuring health related fitness</u>	(C) <u>identify methods for measuring health related fitness</u>	(C) <u>identify methods for measuring health related fitness</u> 6.3.C establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests and	(C) <u>identify and apply methods for measuring health related fitness</u> 7.2.C describe the importance of goal setting in improving skill	(C) <u>identify and apply methods for measuring health related fitness</u> 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

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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	Comment
	<u>(10) Health, physical activity, and fitness-- analyze data.</u>									Carry this KS across the 3-8
				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:				
				<u>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</u>						
Analyze (data, performance, goals)								<i>7.4.D analyze the strength and weaknesses of selected physical activities</i>	<i>8.3.H evaluate personal fitness goals and make appropriate changes for improvement and</i>	8.3H moved to VA within analyze data 7.4.D. doesn't make sense. Not any weaknesses in physical activity
Analyze (data, performance, goals)								<i>7.5.D analyze exercises for their effects on the body such as beneficial/potentially dangerous and</i>	<i>8.5.D analyze exercises for their effects on the body such as beneficial/potentially dangerous and</i>	Moving 7.5.D. and 8.5.D to injury prevention.
Analyze (data, performance, goals)								<i>7.3.D evaluate personal fitness goals and make appropriate changes for improvement and</i>		VA with other SEs in the analyze data

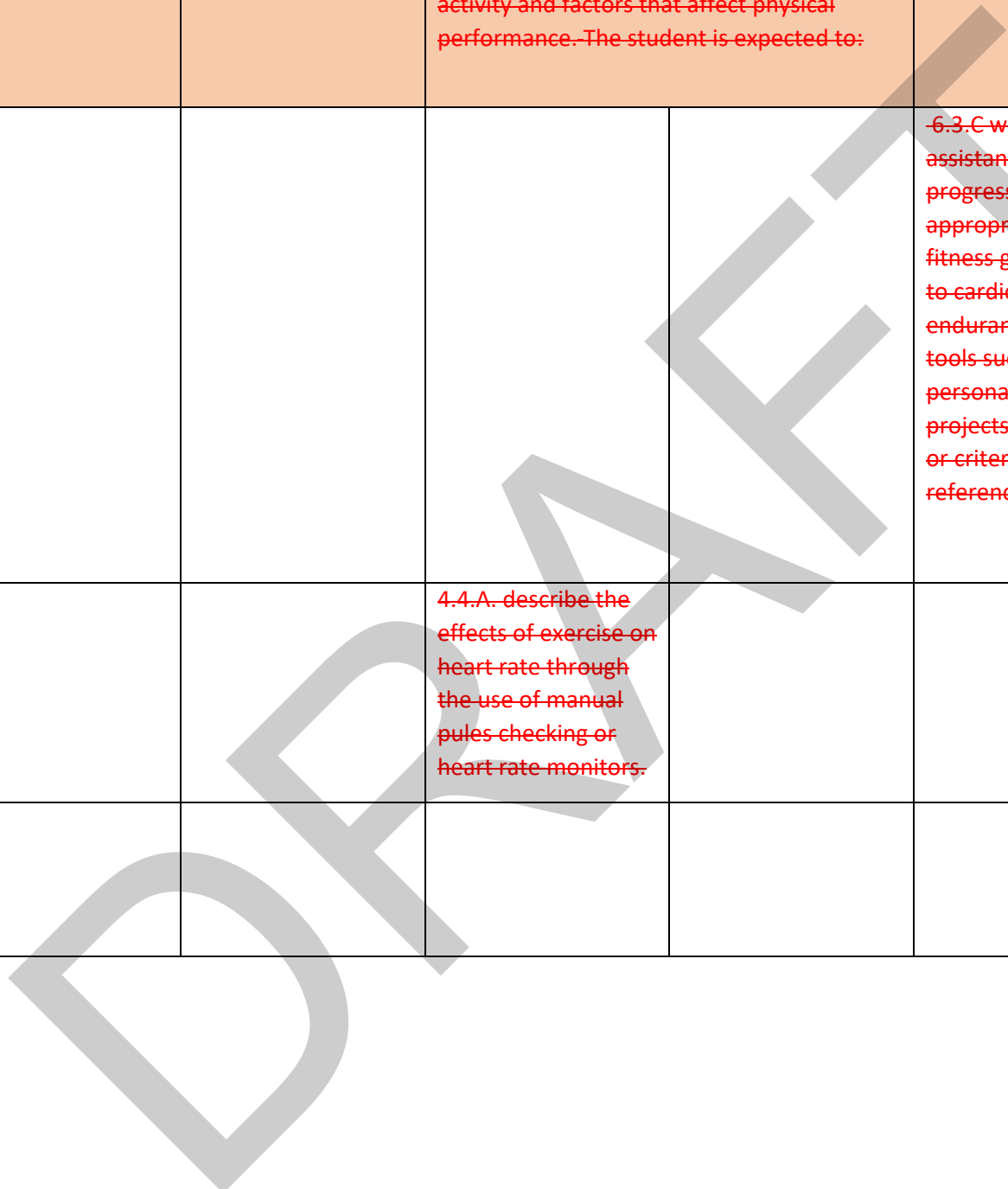
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Topic	Kindergarten 116.2	Grade 1 116.3	Grade 2 116.4	Grade 3 116.5	Grade 4 116.6	Grade 5 116.7	Grade 6 116.22	Grade 7 116.23	Grade 8 116.24	Comment
	<u>(10) Health, physical activity, and fitness-- analyze data.</u>									Carry this KS across the 3-8
				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:				
				<u>The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:</u>						
Design & Implement							(D) with assistance, create and implement a physical fitness program to improve <u>health related fitness cardiovascular endurance</u>	(D) create and implement a physical fitness program to improve at least two <u>components of</u> health-related physical fitness	(D) create and implement a physical fitness program to improve all five <u>components of</u> health-related physical fitness	



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	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:			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:						
Monitor							-6.3.C with assistance, monitor progress toward appropriate personal fitness goals related to cardiovascular endurance using tools such as personal logs, group projects, and norm or criterion referenced tests and	-6.3.C monitor progress toward appropriate personal fitness goals related to at least two components of health-related physical fitness using tools such as personal logs, group projects, and norm or criterion referenced tests and	monitor progress toward appropriate personal fitness goals in all five components of health-related fitness using tools such as personal logs, group projects, and norm or criterion referenced tests and	Duplicated elsewhere. Deleting to VA
Monitor				4.4.A. describe the effects of exercise on heart rate through the use of manual pules checking or heart rate monitors.						
Monitor	K.4.B. locate the heart and lungs and explain their purpose									K.4.B. All anatomy moved to health



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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	Comment
	<u>(11) Health, physical activity, and fitness--nutrition and hydration.</u>									
	Health and physical activities/fitness: nutrition. [Correlation between food and energy] (4) The student knows the benefits of being involved in daily physical activity and factors that affect physical performance. The student is expected to:									One KS statement for grades K-8
	<u>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</u>									
	Health and physical activities/fitness: nutrition. [Healthy and unhealthy foods] (4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that promote physical well-being. The student is expected to:									Merged in to one substrand with one KS statement.
	Health and physical activities/fitness: nutrition. [Hydration] (4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that promote physical well-being. The student is expected to:									Merged in to one substrand with one KS statement.
Correlation between food and energy	(A) <u>recognize that eating a variety of foods produces energy for physical activity</u> identify the major food groups and the benefits of eating a variety of foods	(A) describe food as a source of energy and recognize that eating a variety of foods <u>produces energy for physical activity from the different food groups is vital to promote good health.</u>	(A) identify the types of food <u>that produce energy to enhance physical activity</u> eating and drinking behaviors that contribute to good health and describe the relationship between food intake and physical activity such as energy consumed, and energy expended	(A) <u>identify the types of food that produce energy to enhance physical activity</u> demonstrate the ability to make and communicate appropriate food choices and describe the relationship between food intake and physical activity such as energy consumed, and energy expended	(A) <u>demonstrate the ability to choose healthy foods that enhance physical activity</u>	(A) <u>demonstrate the ability to choose healthy foods that enhance physical activity</u>	(A) <u>demonstrate the ability to choose healthy foods that enhance physical activity</u>	(A) <u>evaluate healthy food choices that enhance physical activity</u>	(A) <u>evaluate healthy food choices that enhance physical activity</u>	
Correlation between food and energy	(B) <u>identify whole, unprocessed foods and foods that should be limited</u>	(B) <u>identify whole, unprocessed foods and foods that should be limited</u>	(B) <u>explain the difference between whole, unprocessed foods and foods that should be limited</u>	(B) <u>explain the difference between whole, unprocessed foods and foods that should be limited</u>	(B) <u>examine the relationship between nutrition and optimal physical performance</u> demonstrate the ability to set a goal in order to enhance personal nutrition status	(B) examine <u>identify the relationship between nutrition and optimal physical performance</u> body function and a healthy eating plan such as eating a variety of foods in moderation that promote physical well-being	(B) <u>identify the macronutrients (carbs, fats, and proteins) and examine their relationship with optimal physical performance</u> including identifying the macronutrients (carbs, fats, and proteins)	(B) <u>identify the macronutrients (carbs, fats, and proteins) and examine their relationship with optimal physical performance</u> calculate the contribution of macronutrients in food (calories per gram)	(B) <u>identify the macronutrients (carbs, fats, and proteins) and examine their relationship with optimal physical performance</u> explain the effects of eating and exercise patterns on weight gain, loss and maintenance	Already covered in SE A Moved from healthy and unhealthy foods Weight gain and weight loss is a sensitive topic area.

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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	Comment
(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 involved in daily physical activity and factors that affect physical performance. The student is expected to:										
The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:										
Correlation between food and energy					4.4.E describe the relationship between food intake and physical activity such as calories consumed, and calories expended					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	identify the macronutrients (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 choices that enhance physical activity</u>	(C) <u>identify drink choices that enhance physical activity</u>	(C) <u>explain the need for proper hydration</u>	(C) <u>explain the need for proper hydration</u>	(C) <u>differentiate hydration needs in various environments</u>	(C) <u>explain the difference between hydration and dehydration</u>	(C) define hydration and identify <u>methods ways</u> to prevent dehydration	(C) <u>analyze hydration needs based on physical performance</u> estimate hydration needs based on exercise, sweating, and body size	(C) <u>analyze hydration needs based on physical performance</u> calculate hydration needs based on exercise, sweating, and body size	
Hydration	discuss drink choices that positively benefit the body									

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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	Comment
<p><u>(11) Health, physical activity, and fitness--nutrition and hydration.</u></p> <p>Health and physical activities/fitness: nutrition. [Correlation between food and energy] (4) The student knows the benefits of being involved in daily physical activity and factors that affect physical performance. The student is expected to:</p> <p>The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:</p>										
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

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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	Comment
Health and physical activities/fitness: technology. [Personal Tracking] (4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors promote physical well-being. The student is expected to:										
Personal Tracking				3.4.A. describe the long term effects of physical activity on physical well-being, including the heart rate monitoring	4.4.A. describe the effects of exercise physical activity on heart rate through the use of manual pulse checking or heart rate monitors/technology device	5.4.B. self-monitor the heart rate before, during and after physical activity				All are covered in Analyze data
Personal Tracking							select and use available technology to evaluate physical performance	7.3.E select and use available technology to monitor, physical performance	8.3.I select and use available technology to improve physical performance	
Monitoring and Evaluating performance							6.3.D identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment	7.3.E select and use appropriate technology tools to evaluate, monitor, and improve physical development	8.3.I select and use appropriate technology tools to evaluate, monitor, and improve physical development	



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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	Comment
(12) Health, physical activity, and fitness--environmental awareness 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.										
Health and physical activities/fitness: environmental awareness and safety practices. (5) The student knows and applies safety practices associated with physical activities.										
The physically literate student demonstrates competency in environmental awareness and safety practices. The student is expected to:										
Sun/Bike/Aquatics/Air quality Safety/pedestrian	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u>	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u> 1.5.B. Describe the importance of protective equipment in preventing injury	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u> 2.5.B. select and use appropriate protective equipment in preventing injuries	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u>	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u>	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u>	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u> 6.5.E explain water safety and basic rescue procedures	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u> 7.5.E recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods	(B) <u>identify and apply safety precautions, including, pedestrian safety, water safety, sun safety, cycling safety, and skating safety</u> 8.5.E recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods	One knowledge and skill statement across all grade levels.
		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					

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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	Comment
	<u>(12) Health, physical activity, and fitness--environmental awareness and safety practices.</u>									One knowledge and skill statement across all grade levels.
	(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.	Health and physical activities/fitness: environmental awareness and safety practices. (5) The student knows and applies safety practices associated with physical activities.								
	<u>The physically literate student demonstrates competency in environmental awareness and safety practices. The student is expected to:</u>									
	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.	Health and physical activities/fitness: environmental awareness and safety practices: [Proper Attire & Equipment Safety] (5) The student knows and applies safety practices associated with physical activities. The student is expected to:								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	

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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	Comment	
(12) Health, physical activity, and fitness--environmental awareness 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.		Health and physical activities/fitness: environmental awareness and safety practices. (5) The student knows and applies safety practices associated with physical activities.								One knowledge and skill statement across all grade levels.
The physically literate student demonstrates competency in environmental awareness and safety practices. The student is expected to:											
Proper Attire & Equipment Safety	(A) <u>select and use proper attire and equipment that promotes safe participation and prevents injury</u> K.5.A. use equipment and space safely and properly	(A) <u>select and use proper attire and equipment that promotes safe participation and prevents injury</u> 1.5.A. use equipment and space safely and properly	(A) <u>select and use proper attire and equipment that promotes safe participation and prevents injury</u> 2.5.A. use equipment and space safely and properly	(A) <u>select and use proper attire and equipment that promotes safe participation and prevents injury</u> 2.5.A. use equipment safely and properly	(A) <u>select and use proper attire and equipment that promotes safe participation and prevents injury</u> 2.5.A. use equipment safely and properly	(A) <u>select and use proper attire and equipment that promotes safe participation and prevents injury</u> 2.5.A. use equipment safely and properly	(A) select and use proper attire <u>and equipment</u> that promotes <u>safe</u> participation and prevents injury	(A) select and use proper attire <u>and equipment</u> that promotes <u>safe</u> participation and prevents injury	(A) select and use proper attire <u>and equipment</u> that promotes <u>safe</u> participation and prevents injury		
Proper Attire & Equipment Safety				3.5.B. <u>select and use proper attire that promotes participation and prevents injury</u>	4.5.B. <u>select and use proper attire that promotes participation and prevents injury</u>	5.5.B. <u>select and use proper attire that promotes participation and prevents injury</u>					
Proper Attire & Equipment Safety	K.5.C. explain how proper shoes and clothing promotes safe play and prevent injury										

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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	Comment
(12) Health, physical activity, and fitness--environmental awareness and safety practices.										
<p>(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.</p> <p>Health and physical activities/fitness: environmental awareness and safety practices. (5) The student knows and applies safety practices associated with physical activities.</p>										
The physically literate student demonstrates competency in environmental awareness and safety practices. The student is expected to:										
Injury Preventions	(C) <u>discuss the importance of a warm-up and a cool-down routine for physical activity</u>	(C) <u>discuss the importance of a warm-up and a cool-down routine for physical activity</u>	(C) <u>explain the importance of a warm-up and a cool-down routine for physical activity</u>	(C) <u>the importance of a warm-up and a cool-down routine for physical activity</u>	(C) <u>explain the importance of a warm-up and a cool-down routine for physical activity</u>	(C) <u>explain the importance of a warm-up and a cool-down routine for physical activity</u>	(C) include warm-up and cool-down procedures regularly during <u>physical activity</u> 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 activity</u> 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 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/potentially 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/potentially dangerous and 8.5.B select and use proper attire that promotes participation and prevents injury	Duplicates from previous page Moved from analyze data.

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	Health and physical activities/fitness: environmental awareness and safety practices. [Personal responsibility] (5) The student knows and applies safety practices associated with physical activities. The student is expected to:									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							

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	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	(13) Social and emotional health— sportsmanship <u>working with others</u> . <u>Protocols</u> The physically literate student <u>demonstrates competency</u> should know in how to <u>working with others and</u> responding to class expectations and procedures. The student is expected to:									Comment
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 established protocols for emergencies</u> 3.7(6).A. demonstrate ability to follow rules and procedures	(E) <u>demonstrate the established protocols for emergencies</u> 4.6.A. differentiate between compliance and noncompliance with rules and regulations	(E) <u>demonstrate the established protocols for emergencies</u> WG-D differentiate between compliance and noncompliance with rules and regulations	(E) <u>demonstrate the established protocols for emergencies</u> 6.7.C. identify and follow rules while playing sports and games including decisions made by game officials	(E) <u>demonstrate the established protocols for emergencies</u> 7.6.A. apply agreed upon consequences when officiating rules and regulations	(E) <u>demonstrate the established protocols for emergencies</u> 8.6.A. apply agreed upon consequences when officiating rules and regulations	3.7 duplicate so it is being struck 7.6.A and 8.6.A moved to SE C
<u>Protocols</u>	(F) <u>demonstrate the established classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>demonstrate the established classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>demonstrate the established classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>demonstrate the established classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>demonstrate the established classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>demonstrate the established classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>participate in establishing classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>participate in establishing classroom expectations, and procedures, and activities that are safe and effective</u>	(F) <u>participate in classroom expectations, procedures, and activities that are safe and effective</u>	
Protocols	(G) demonstrate the skill of starting and stopping on to a signal	(G) demonstrate the skill of starting and stopping on to a signal	(G) demonstrate the ability to follow rules and procedures	(G) demonstrate the ability to follow rules and procedures	(G) <u>differentiate between compliance and noncompliance with rules and regulations</u> WG-D demonstrate the ability to follow rules and procedures	(G) <u>differentiate between compliance and noncompliance with</u> WG-D demonstrate the ability to follow rules and regulations <u>procedures</u>	(G) <u>identify and follow rules while playing sports and games including decisions made by game officials</u> WG-D demonstrate the ability to follow rules and procedures	(G) <u>apply agreed upon consequences when officiating rules and regulations</u> WG-D demonstrate the ability to follow rules and procedures	(G) <u>apply agreed upon consequences when officiating rules and 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 ability to play within boundaries during activities</u> WG-D demonstrate the established classroom expectations, and procedures, that are safe and effective	(H) <u>demonstrate the ability to play within boundaries during activities</u> WG-D demonstrate the established classroom expectations, and procedures, that are safe and effective	(H) <u>demonstrate the ability to play within boundaries during activities</u> WG-D demonstrate the established classroom expectations, and procedures, that are safe and effective	(H) <u>demonstrate the ability to play within boundaries during activities</u> WG-D participate in establishing classroom expectations, and procedures, that are safe and effective	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.

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	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	(13) Social and emotional health--sportsmanship-working with others. Protocols									Comment
	The physically literate student <u>demonstrates competency</u> should know in how to <u>working with others and</u> responding to class expectations and procedures. The student is expected to:									
Protocols	WG-D demonstrate the established classroom expectations, and procedures, that are safe and effective	WG-D demonstrate the established classroom expectations, and procedures, that are safe and effective					6.7.A. participate in establishing classroom expectations, and procedures, that are safe and effective	WG-D identify and follow rules while playing sports and games including decisions made by game officials		
	Social and emotional health--sportsmanship. [Working with Others] The physically literate student should know how to demonstrate respectful and responsible behaviors when working with others.									Merged into one KS statement.
Working with Others Cooperation	(A) demonstrate cooperation skills in a group <u>setting</u>	(A) <u>demonstrate cooperation skills in a group setting</u> 1.7.B. WG-D demonstrate respect through words and actions	(A) <u>demonstrate cooperation skills in a group setting</u> 1.7.B. WG-D demonstrate respect through words and actions	(A) demonstrate cooperation skills in a group setting	(A) <u>demonstrate the ability to accomplish group goals in both cooperative and competitive activities;</u> 4.7.B. respond to winning and losing with dignity and understanding	(A) demonstrate the ability to accomplish group goals in both cooperative and competitive activities	(A) demonstrate the ability to accomplish group goals in both cooperative and competitive activities	(A) apply effective communication skills to accomplish group goals in both cooperative and competitive activities without confrontation	(A) apply effective communication skills to accomplish group goals in both cooperative and competitive activities without confrontation	
Working with Others Conflict Resolution	(B) <u>resolve conflicts in socially acceptable ways</u> share space and equipment with others	(B) <u>resolve conflicts in socially acceptable ways</u> WG-D demonstrate cooperation skills in a group setting	(B) resolve conflicts in socially acceptable ways	(B) <u>resolve conflicts in socially acceptable ways</u> WG-D demonstrate respect through words and actions during activity	(B) <u>resolve conflicts in socially acceptable ways, including responding to winning and losing with dignity and understanding</u> WG-D demonstrate the ability to accomplish group goals in both cooperative and competitive activities	(B) demonstrate effective communication to enhance healthy interactions when settling disagreements	(B) demonstrate effective communication to enhance healthy interactions when settling disagreements without confrontation	(B) <u>demonstrate effective communication to enhance healthy interactions when settling disagreements</u>	(B) <u>demonstrate effective communication to enhance healthy interactions when settling disagreements</u> solve problems in group activities by analyzing causes and potential solutions	Moving to problem solving
Working with Others Problem Solving	(C) demonstrate respect through words and actions <u>while solving problems with others</u>	(C) <u>demonstrate respect through words and actions while solving problems with others</u>	(C) <u>demonstrate respect through words and actions during activity</u>	(C) <u>demonstrate respect through words and actions during activity</u>	(C) demonstrate effective communication to enhance healthy interactions <u>while</u>	(C) <u>demonstrate effective communication to enhance healthy interactions while</u>	(C) <u>demonstrate effective communication to enhance healthy interactions while</u>	(C) <u>demonstrate effective communication to enhance healthy interactions while</u>	(C) <u>demonstrate effective communication to enhance healthy interactions while</u>	

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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	Comment
	(13) Social and emotional health –sportsmanship working with others. Protocols									
	The physically literate student <u>demonstrates competency</u> should know in how to <u>working with others and</u> responding to class expectations and procedures. The student is expected to:									
		<i>1.7.C. resolve conflicts in socially acceptable</i>	demonstrate cooperation skills in a group setting;	WG-D resolve conflicts in socially acceptable ways	<u>settling disagreements</u>	<u>settling disagreements;</u> WG-D demonstrate consideration empathy and mutual respect for the feelings of others	<u>settling disagreements;</u> accept successes and performance limitations of self and others, by exhibiting appropriate responses	<u>settling disagreements</u>	<u>settling disagreements;</u> solve problems in group activities by analyzing causes and potential solutions	Struck because duplicative. Addressed problem solving in new SE D
Working with Others Collaboration <u>Problem Solving</u>	(D) <u>identify the causes of the problem and be part of the solution</u>	(D) <u>identify the causes of the problem and be part of the solution</u>	(D) <u>identify the causes of the problem and be part of the solution</u>	(D) <u>identify the causes of the problem and be part of the solution</u>	(D) <u>identify the causes of the problem and be part of the solution</u>	(D) <u>identify the causes of the problem and be part of the solution</u> describe how physical activity with others can increase motivation and enhance safety	(D) <u>identify the causes of the problem and be part of the solution</u> demonstrate consideration empathy and mutual respect for the feelings of others	(D) <u>identify the causes of the problem and be part of the solution</u>	(D) <u>identify the causes of the problem and be part of the solution</u>	Moved to self efficacy.

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	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	(14) Social and emotional health--self-efficacy. Perseverance									Comment
	The physically literate student should know how to <u>demonstrates competency while</u> applying <u>using</u> self-management skills to persevere through challenges. The student 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 health--self-efficacy. [Accepting and providing constructive feedback]The physically literate student should know how to accept feedback appropriately to improve performance and behavior. The student is expected to:									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 health--self-efficacy. [Accepting and providing constructive feedback]The physically literate student should know how to demonstrate respect for self and others. The student is expected to:									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;	(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	

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	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
Topic	(14) Social and emotional health--self-efficacy. Perseverance									Merged into one KS statement
	The physically literate student <u>demonstrates competency</u> should know how to <u>while</u> applying <u>using</u> self-management skills to persevere through challenges. The student is expected to:									
	Social and emotional health: self-efficacy. [Problem-solving (individual)] The physically literate student should know how to demonstrate problem-solving skills by identifying the problem and generating solutions. The student is expected to:									
<i>Problem solving (individual)</i>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	(F) <u>acknowledge and communicate feelings appropriately</u>	
Problem solving (individual)	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>describe how physical activity with others can increase motivation and enhance safety</i> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate consideration empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	(G) <u>demonstrate empathy and mutual respect for the feelings of others</u> <i>WG-D-identify causes of the problem and be part of the solution</i>	Moved from working with others. Moved to working with others. Struck through because already covered.
<i>Problem solving (individual)</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	<i>WG-D-acknowledge and communicate feelings appropriately</i>	
Problem solving (individual)	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	(H) <u>use self-management skills to demonstrate self-control of impulses and emotions</u>	

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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	Comments
	(15) Lifetime wellness--application of lifetime wellness.									
	The <u>physically literate</u> student develops an understanding of external influences that affect lifetime wellness. <u>identifies the value of lifetime wellness.</u>									
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 care of the body	WG-D-6.4.H. analyze how outside influences, such as media and peers, affect decisions about care of the body	WG-D-6.4.H. analyze how outside influences, such as media and peers, affect decisions about care of the body	Discussion with Health said they are picking this up.
Consumer awareness					WG-D-6.4.I recognize how images of the human body, as presented by the media, may affect perception of body image	WG-D-6.4.I recognize how images of the human body, as presented by the media, may affect perception of body image	6.4.I. recognize how images of the human body, as presented by the media, may affect perception of personal body image	WG-D-6.4.I. analyze how images of the human body, as presented by the media, may affect perception of personal body image	WG-D-6.4.I. analyze how images of the human body, as presented by the media, may affect perception of personal body image	Discussion with health said they are picking up these topics
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 opportunities in the school and community for participation in physical activity</u>	(B) <u>identify opportunities in the school and community for participation in physical activity</u>	(B) <u>identify opportunities in the school and community for participation in physical activity</u>	(B) identify opportunities <u>in the school and community</u> for participation in physical activity in the school and community	(B) identify opportunities <u>in the school and community</u> for participation in physical activity in the school and community	(B) identify opportunities <u>in the school and 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	

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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	Comments
	(15) Lifetime wellness--application of lifetime wellness.									
	The <u>physically literate</u> student develops an understanding of external influences that affect lifetime wellness, <u>identifies the value of lifetime wellness.</u>									
Values and engages in physical activity	(A) <u>participate in moderate to vigorous physical activity for a sustained period of time on a regular basis</u>	(A) <u>participate in moderate to vigorous physical activity for a sustained period of time on a regular basis</u>	(A) <u>participate in moderate to vigorous physical activity for a sustained period of time on a regular basis</u>	(A) <u>participate in moderate to vigorous physical activity</u> ies for a sustained period of time on a regular basis that cause increased heart rate, breathing rate, and perspiration increase with physical activity	(A) <u>participate in moderate to vigorous physical activities for a sustained period of time on a daily regular basis</u>	(A) <u>participate in moderate to vigorous physical activity for a sustained period of time on a regular daily basis</u> that develops health related fitness	(A) participate in moderate to vigorous health-related physical activity ies for a sustained period of time on a regular daily basis	(A) participate in moderate to vigorous health-related physical activity ies 20-60 <u>for a sustained period of time on a regular minutes daily basis</u>	(A) participate in moderate to vigorous health-related physical activity ies 30-60 <u>for a sustained period of time on a regular minutes daily basis</u>	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) <u>identify and select physical activities for personal enjoyment</u> that are enjoyable	(C) identify and select physical activities that result in positive feelings <u>identify and select physical activities for personal enjoyment</u>	(C) identify and select physical activities that provide the opportunity for self-expression <u>identify and select physical activities for personal enjoyment</u>	(C) <u>identify and select physical activities that provide age appropriate challenge</u> <u>identify and select physical activities for personal enjoyment</u>	(C) reflect on the reasons for enjoying selected physical activities and the reasons for enjoying age appropriate challenges <u>identify and select physical activities for personal enjoyment</u>	(C) <u>rank the enjoyment of participating in selected physical activities and age appropriate challenges</u> <u>identify and select physical activities for personal enjoyment</u>	(C) analyze different physical activities for enjoyment and challenge <u>identify and select physical activities for personal enjoyment</u>	(C) identify reasons why self-selected physical activities are enjoyable <u>identify and select physical activities for personal enjoyment</u>	(C) explain the relationship between enjoyment and self-expression <u>identify and select physical activities for personal enjoyment</u>	

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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	Comments
	(15) Lifetime wellness--application of lifetime wellness.									
	The <u>physically literate</u> student develops an understanding of external influences that affect lifetime wellness. <u>identifies the value of lifetime wellness.</u>									
Health-related benefits	WG-D recognize that when you move fast, your heart beats faster and you breathe faster	WG-D identify the heart as a muscle that grows stronger with exercise, play, and regular physical activity	2.4.A. identify how regular physical activity strengthens the heart, lungs, and muscular system	3.4.A. describe the long-term effects of regular physical activity on the heart	WG-D describe the long-term effects of regular physical activity on the cardiorespiratory and muscular systems.	WG-D describe the long-term effects of regular physical activity on the cardiorespiratory, muscular, skeletal, and nervous systems	WG-D describe the effects of regular physical activity on mental health and metabolism	WG-D analyze the short- and long-term effects of regular physical activity on body systems	WG-D analyze the short- and long-term effects of regular physical activity on body systems	Already exist in the Health Related fitness strand

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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 physically active 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.
 - (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

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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

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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 ~~and~~ movement skills. While participating in physical activity, the physically literate 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 basic biomechanical principles related to exercise and training including ~~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 appropriate techniques ~~strategies~~ at a basic level of competency
 - (D) modify movement during performance using appropriate internal and external feedback
 - (E) explain various methods to achieve personal fitness including interval training, circuit training, HITT training, and functional fitness training.
- (3) Health, ~~and~~ physical activity ~~ies, 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;
 - (~~B~~) participate in a variety of activities that develop health-related physical fitness;
 - (~~C~~) explain the relationship between physical fitness and wellness;

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- (D) 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 basic level of competency in two or more aerobic and two or more anaerobic activities;
 - (HK) measure and evaluate personal fitness ~~status~~ in terms of health related fitness components ~~cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition~~;
 - (H) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness ~~physical development~~;
 - (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 physically literate 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;
 - (DC) 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) evaluate the use of technology for the benefit of and detriment to social and emotional health.
- (5) Lifetime wellness. The physically literate 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;

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- (~~D~~E) 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;
- (~~G~~A) 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 physically active 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.

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- (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.


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- (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~~ enjoyed ~~ment~~ 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 sports, ~~/~~ paddling sports, boater education, ~~/~~ water safety 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 physically literate 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 appropriate internal and external feedback
 - ~~(B)~~ identify ~~the~~ critical elements for a successful performance ~~within the context of the~~ during a specific activity.
- (3) Health, ~~and~~ physical activity ies, 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;
 - ~~(B)~~ 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;
 - ~~(D)~~ develop design and participate in a personal health-related fitness program that has the potential to meet identified activity goals;

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- (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 physically literate student articulates the benefit of time spent in recreational ~~activities and~~ or outdoor pursuits/for nature 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.
 - (BE) design a personal wellness plan that includes time engaging in ~~and/or with nature~~ outdoor pursuits.
 - (CE) analyze and summarize critical information on the mental, social and emotional health benefits of engagement ~~and exposure to nature~~ in outdoor pursuits;
 - (DA) demonstrate ~~attributes of~~ teamwork such as leadership, problem-solving, trust, creativity, cooperation, conflict resolution, and communication
 - (EC) describe the benefits ~~nature~~ outdoor pursuits provides for ~~self-regulation~~ social emotional health
 - (FB) demonstrate appropriate ~~protocols~~ etiquette for activities
- (5) Lifetime wellness. The physically literate 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;
 - (DC) 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~~

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~~activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.~~ 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,

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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.

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- (A) Target games are activities in which students send an object toward a target while avoiding obstacles
 - (B) Striking/~~and~~-Fielding games are activities in which students ~~score points by striking~~ an object in order to score points within a game.
 - (C) Fitness activities provide opportunities for ~~in which~~ students to apply fitness principles to accomplish an objective.
 - (D) Rhythmic activities provide opportunities for ~~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. The physically literate Sstudents ~~applies~~y movement skills while participating in a minimum of one five lifelong activities including one from each of the following categories: target, striking/~~and~~-fielding, fitness, rhythmic, and innovative games and activities with international significance ~~global~~. The student is expected to:
 - (A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games activities, 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 innovative games and activities with international significance ~~global activities~~ such as cricket, futsal, speed ball, and team handball.
 - (2) Performance strategies. The physically literate Sstudents ~~applies~~y 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 appropriate 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

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- (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 S~~students~~ applies~~y~~ knowledge of health and fitness principles to the participation in skill-based lifetime activities. The student is expected to:
- (A) analyze ~~and compare~~ health and fitness benefits derived from participating in skill-based lifetime activities;
 - (B) establish realistic ~~yet and~~ challenging health-related fitness goals for selected skill-based lifetime activities; and
 - (C) apply appropriate safety procedures to prevent or reduce injuries in skill-based lifetime activities.
- (4) Social and emotional health. The physically literate S~~students~~ applies~~y~~ principles for social and emotional health to participation in skill-based lifetime activities. The student is expected to:
- (A) acknowledge good play from an opponent during competition;
 - (B) accept the roles and decisions of officials;
 - (C) respond to challenges, successes, and failures in physical activities in socially appropriate ways; ~~and~~
 - (D) accept successes and performance limitations of self and others.
 - (E) accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment, while officiating.
- (5) Lifetime wellness. The physically literate S~~students~~ applies~~y~~ 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.