

Physical Education TEKS Review Work Group D Recommendations

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

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

These recommendations reflect revisions to the physical education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS work group for the physical education high school courses. This document reflects the recommendations for revisions to the current TEKS for Foundations of Personal Fitness and Adventure/Outdoor Education courses and for a new course, Skill-Based Lifetime Activity, that would replace the current TEKS for Individual Sports and Team Sports.

Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location). Additions are shown in green font with underlines (additions).

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

- (a) General requirements. ~~This course is a one semester course that can act as a stand-alone course or as a prerequisite course for innovative courses, such as PE3. This course may fulfill one half credit for the physical education or elective requirements for graduation upon successful completion. This course is the recommended prerequisite for all other physical education courses.~~
- (b) Introduction.
- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) Physical Education: Lifetime Fitness and Wellness Pursuits course offers exposure to relevant approaches for the foundation of healthy living, personal fitness, physical literacy and lifetime wellness strategies. Students in Physical Education: Lifetime Fitness and Wellness Pursuits will acquire the knowledge and skills to show an assessed level of learning for application of these concepts to continue beyond High School. Students will exhibit an understanding of differentiated programs, including components for personal fitness development, lifetime health strategies and overall wellness competencies.
- ~~(2) Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives—students designing their own personal fitness program.~~
- (c) Knowledge and skills.
- (1) **Movement Patterns/Movement Skills.** While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:
- (A) apply physiological and fitness principles related to exercise and training such as warm- up/cool down, overload, frequency, intensity, specificity, or progression; and
- (B) apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.
- (2) **Performance Strategies ~~Social development.~~** During physical activity, the student applies strategies and safety practices associated with physical activity

Changes made by Work Group D are indicated in italics.

~~develops positive self- management and social skills needed to work independently and with others.~~ The student is expected to:

- ~~(A) apply rules, and procedures to ensure safety, and etiquette; and~~
- ~~(B) recognize and resolve conflicts during physical activity.~~
- (B) describe appropriate practices and procedures to improve skill and strategy in various fitness activities.
- (C) consistently perform skills, and strategies, and rules at a basic level of competency
- (D) use internal and external information to modify movement during performance using internal and external feedback

(3) Health and physical activities/fitness ~~Physical activity and health.~~ The student applies fitness principles that encompass personal fitness programs, nutrition, technology and environmental awareness ~~safety practices associated with physical activity.~~ The student is expected to:

- ~~(A) demonstrate safety procedures such as including wearing proper attire, using and equipment safely, and recognizing situational environmental hazards awareness spotting during gymnastics and using non-skid footwear;~~
- ~~(B) describe examples and exercises that may be harmful or unsafe;~~
- (B) participate in a variety of activities that develop health-related physical fitness activities such as aerobic exercise to develop cardiovascular efficiency;
- (C) explain the relationship between physical fitness and wellness health;
- (D) demonstrate measure and evaluate personal the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;
- (E) design and implement a personal fitness program that includes aspects of cardiorespiratory vascular endurance, muscular strength/endurance, and flexibility components;
- (F) exhibit a level of competency in two or more aerobic and two or more anaerobic activities non-aerobic activities such as muscular strength and endurance activities;
- ~~(G) identify correctly the critical elements for successful performance within the context of the activity;~~
- (H) analyze measure and evaluate personal fitness status in terms of cardiorespiratory vascular endurance, muscular strength and endurance, flexibility and body composition;

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- (I) select and use appropriate technology tools to evaluate, monitor, and improve physical development;
- (J) describe training principles appropriate ~~for enhancing to~~ *enhance* cardiorespiratory endurance, muscular strength and endurance, and flexibility.
- ~~(K) — assessment of resting heart rate and active heart rate;~~
- ~~(L) (C) explain the relationships between ~~fluid balance~~ *hydration*, physical activity, and environmental conditions. ~~such as loss of water and salt during exercise; and~~~~
- ~~(D) — identify the effects of substance abuse on physical performance.~~
- ~~(M) *identify and describe examples and exercises techniques that may be harmful or unsafe.*~~
- ~~(4) — Physical activity and health. The student applies fitness principles during a personal fitness program. The student is expected to:~~
 - ~~(A) — explain the relationship between physical fitness and health;~~
 - ~~(B) — participate in a variety of activities that develop health-related physical fitness activities such as aerobic exercise to develop cardiovascular efficiency;~~
 - ~~(C) — demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;~~
 - ~~(D) — compare and contrast health-related and skill-related fitness;~~
 - ~~(E) — describe methods of evaluating health-related fitness such as Coopers 1.5 mile run test;~~
 - ~~(F) — list and describe the components of exercise prescription such as overload principle, type, progression, or specificity;~~
 - ~~(G) — design and implement a personal fitness program; and~~
 - ~~(H) — evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.~~
- (4) **Social and Emotional Health.** During physical activity, the student develops positive self-management and social skills needed to work independently and with others. The student is expected to:
 - (A) *investigate positive and negative attitudes towards exercise and physical activities;*
 - (B) *describe and analyze the relationship between physical activity and social emotional health concepts;*
 - ~~(C) — recognize and resolve conflicts during physical activity;~~

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- (D) recognize and respond to challenges, successes, *conflicts*, and failures in physical activities in socially appropriate ways; and
- (E) accept successes and performance limitations of self and others; *by exhibiting appropriate behavior and responses*, and
- (E) recognize that improvement is possible with appropriate practice.
- (5) **Lifetime Wellness Physical activity and health.** The student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to:
- (A) ~~investigate positive and negative attitudes towards exercise and physical activities;~~
- (B) ~~describe physical fitness activities that can be used for stress reduction;~~
- (A) (C) explain how the risks of overtraining may contribute to risk factors such as inactivity, negative health choices, eating disorders, and substance abuse problems such as bulimia and anorexia;
- (B) (D) analyze explain the relationship between ~~sound~~ nutritional practices and physical activity;
- (C) (E) identify explain myths associated with physical activity and nutritional practices as a consumer;
- (D) (F) analyze how nutrition, ~~and exercise~~, and other factors impacts body composition ~~methods of weight control such as daily nutrition diet, exercise, or combination of both; and~~
- (E) evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, and services, and supplements; and
- (F) ~~participate in a personal fitness program that has the potential to provide realistic yet challenging health related fitness goals.~~
- (G) ~~identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health~~
- (G) describe how sleep is essential to optimal performance and recovery.

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

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

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- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
- (2) ~~Students enrolled in adventure outdoor education~~ Physical Education: Lifetime Recreation and Outdoor Pursuits course offers opportunities to ~~are expected to~~ develop competency in five or more ~~multiple~~ life-long recreational and outdoor ~~education activities~~ pursuits ~~that provide opportunities~~ for enjoyment and challenge. Students in Physical Education: Lifetime Recreation and Outdoor Pursuits will ~~have the opportunity to select~~ Emphasis is placed upon student selection of ~~participate in~~ activities that ~~also~~ promote physical literacy, a ~~promote~~ respect for and connections to nature and the environment, and ~~that~~ can be enjoyed for a lifetime. Students will be provided opportunities that enhance self-worth and support community engagement.
- (c) Knowledge and skills.
- (1) Movement. Movement Patterns/Movement Skills. The student demonstrates competency in ~~two or more~~ multiple five or more life-long recreational and outdoor ~~education activities~~ pursuits such as backpacking, ~~boating,~~ camping, hiking, ~~orienteering~~ navigation, water/paddling sports, ~~or boating/~~water education ~~safety certification,~~ fishing angler education, hunter education, archery, ~~gun safety, marksmanship,~~ outdoor survival/safety, climbing, adventure activities, challenge course/team building, lawn games, skating, skiing, cycling, and disc sports. The student is expected to:
- (A) demonstrate consistency in the ~~skillful~~ execution of ~~the~~ basic skills of ~~adventure/outdoor education activities~~ in lifetime recreational and outdoor pursuits;
- (B) demonstrate and apply ~~understanding of~~ the rules, skills, and strategies of an activity ~~and can apply them appropriately; and~~
- (C) ~~develop~~ create ~~an appropriate~~ conditioning program for the selected activity.
- (2) ~~Physical activity and health.~~ Performance Strategies. The student applies movement concepts and principles to the learning, ~~and~~ development, and execution of motor skills. The student is expected to:
- (A) ~~use internal and external information to~~ modify movement during performance using internal and external feedback

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- (B) ~~develop an appropriate conditioning program for the selected activity; and~~
(redundant with 1C)
- (C) identify ~~correctly~~ the critical elements for successful performance within the context of the activity.
- (3) ~~Physical activity and health.~~ Health and Physical Activities/Fitness. The student exhibits a physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:
- (A) select and participate in lifetime recreational and outdoor pursuits ~~adventure/outdoor education activities~~ that provide for enjoyment and challenge;
- (B) analyze and compare health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits ~~adventure/outdoor education activities~~;
- (C) establish realistic yet challenging health-related fitness goals;
- (D) develop and participate in a personal health-related fitness program that has the potential to meet identified activity goals;
- (E) describe ~~two~~ training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance; and
- (F) select and use appropriate technology tools to evaluate, monitor, and improve physical development
- (4) Social and Emotional Health. The student articulates the benefit of time spent in recreational activities and/or nature to ~~positive~~ promote mental, social and emotional health. The student is expected to:
- (A) critically evaluate the use of technology as a tool to both the benefit of and detriment to social and emotional well-being.
- (B) design a personal wellness plan that includes time engaging in and/or with nature
- (C) analyze and summarize critical information on the social and emotional health benefits of engagement and exposure to nature
- (D) ~~effectively executes~~ demonstrate attributes of teamwork such as, leadership, problem-solving, trust, creativity, cooperation, conflict resolution, and communication

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

(F) demonstrate appropriate protocols ~~and etiquette~~ for activities

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

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

(A) identify and apply the health-related fitness principles to lifetime recreational and outdoor pursuits ~~activities~~;

(B) analyze the strengths and weaknesses of lifetime recreational and outdoor pursuits ~~adventure/outdoor education activities~~ and their effects on a personal fitness ~~program~~;

(C) ~~show~~ provide evidence of developing and maintaining health-related fitness;

(D) explain and follow safety procedures during lifetime recreational and outdoor pursuits ~~adventure/outdoor education activities~~;

(E) list and describe safety equipment used in lifetime recreational and outdoor pursuits ~~activities~~; ~~and~~

(F) design safe and appropriate practices/procedures to improve skill in an activity.

(G) describe how sleep is essential to optimal performance and recovery.

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

(a) General requirements. Students shall be awarded one credit for completion of this course.

~~The recommended prerequisite for this course is Physical Education: Health Related Fitness Pursuits~~

(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.

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(2) Physical Education: Skill-Based Lifetime Activities ~~will teach~~ *course offers* basic skills, enhances knowledge about sports, exercise, and other forms of physical activity to develop *physical literacy* ~~immediate and lifelong benefits and enjoyment of regular physical activity~~ across the lifespan. Students in Physical Education: Skill-Based Lifetime Activities will participate in a minimum of one ~~meaningful~~ *lifelong activity* from each of the following categories during the course.

- Target (activities in which students send an object toward a target while avoiding obstacles): ~~examples include, such as archery, disc golf, backyard target activities, bowling, and golf~~
- Striking/Fielding (activities in which students score points by striking an object): ~~examples include, such as base games (e. g. softball, baseball) and racquet sports~~
- Fitness (activities in which students apply fitness principles to accomplish an objective): ~~examples include, such as aquatic movement and locomotor movement~~
- Rhythmic (activities in which students demonstrate and/or create movement sequences with rhythm): ~~examples include, such as dance and jump rope~~
- Global (activities with international significance in which students participate): ~~examples include, such as cricket, futsal, speed ball, and team handball~~

(c) Knowledge and skills.

(1) Movement Patterns/Movement Skills. Students apply movement skills while participating in a *minimum of one lifelong activity from each of the following categories: Target, Striking/Fielding, Fitness, Rhythmic, and Global* ~~variety of skill-based lifetime activities.~~ The student is expected to:

- (A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target activities, bowling, and golf
- (B) exhibit a level of competency in one or more striking/fielding activities such as base games (e. g. 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, 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 global activities such as cricket, futsal, speed ball, and team handball

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- (2) Performance Strategies. Students apply 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 internal and external feedback*;
 - (C) describe appropriate practice procedures to improve skill and strategy in a sport;
 - (D) identify the critical elements for successful performance
 - (E) demonstrate officiating techniques *including hand signals, verbal communication, and application of rules to ensure safe participation in activities*.
- (3) Health and Physical Activities/Fitness. Students apply 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 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. Students apply principles for social and emotional health to participation in skill-based lifetime activities. The student is expected to:
- (A) acknowledge good play from an opponent during competition;
 - (B) accept the roles and decisions of officials;
 - (C) respond to challenges, successes, and failures in physical activities in socially appropriate ways; 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. Students will apply wellness principles to participation in skill-based lifetime activities. The student is expected to
- (A) select and participate in skill-based lifetime activities that provide for enjoyment and challenge.
 - (B) describe how sleep is essential to optimal performance and recovery.

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