

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills (TEKS)

Physical Education, Movement Skills/Movement Patterns Strand

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 movement skills/movement patterns strand. This document reflects the recommendations for kindergarten—grade 8. 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). Changes to previous work groups' proposed changes are *italicized*.

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

WGD—student expectation from the current TEKS that Work Group D has recommended to add to the strand

Strand: Movement Skills											
Substrand: Locomotor Skills											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	
	KS	The physically literate student demonstrates competency in fundamental movement patterns and proficiency in developmentally appropriate few specialized movement forms in a variety of movement skills and patterns.									
		The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms									
Hopping, galloping, running, sliding, skipping, leaping, <u>Jumping and landing</u>	(A)	K.1.A. Travel in different ways in a large group without bumping into others or falling	Performs develops locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Performs develops locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Performs develops locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	uses various locomotor skills in a variety of activities.	demonstrates Apply mature patterns of locomotor skills in a variety of dynamic activities.				
		Performs develops locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	WG D 1.1.B Demonstrate proper foot patterns in form in hopping, jumping, skipping, leaping, galloping and sliding	WG D 2.1.D. demonstrate mature form in walking, skipping and running	WG D 3.1.C. demonstrate mature proper form in jogging, running, and leaping;	WG D 3.1.C. apply demonstrate mature proper form in jogging, running, and leaping;	WG D 3.1.C. apply demonstrate mature proper form in jogging, running, and leaping <u>in dynamic activities</u>	WG D perform a <u>variety of locomotor skills and combinations in a dynamic setting</u>	WG D perform a <u>variety of locomotor skills and combinations in a dynamic setting</u>	WG D perform a <u>variety of locomotor skills and combinations in a dynamic setting</u>	
			Hops, gallops, and slides using a mature pattern.			Applies running for distance	apply appropriate pacing for a variety of running distances				
							WG D 4.1.F demonstrate body control in jumping and landing <u>in both height and distance using key elements for creating and absorbing force, such as bending knees, extending arms, and landing on both feet bend knees, and absorb force;</u>	WG D 4.1.F demonstrate body control in jumping and landing <u>in both height and distance using key elements for creating and absorbing force, such as bending knees, extending arms, and landing on both feet bend knees, and absorb force;</u>			

Strand: Movement Skills

Substrand: Locomotor Skills

Topics	KS/SE	K	1	2	3	4	5	6	7	8
<i>Jumping and landing</i>	(B)	<i>WGD: Performs jumping and landing actions with balance.</i>	<i>WGD: Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal and vertical plane using two-foot takeoffs and landings.</i>	<i>WGD: Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal and vertical plane using two-foot takeoffs and landings.</i>	<i>WGD: Jumps and lands in the horizontal and vertical planes using a mature pattern.</i>	<i>4.1.K. jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending</i> <i>WGC: Applies jumping and landing patterns with locomotor and manipulative skill in a variety of activities.</i>				

DRAFT

Strand: Movement Skills

Substrand: Non-locomotor skills

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
	KS	<u>The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</u> The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms									Clarification-Outcome statement for KS.
Balance and weight transfer	(A)	K.1.D. maintain balance while bearing weight on a variety of body parts	1.2.B. demonstrate a base of support and explain how it affects balance	2.1.E. demonstrate balance with a partner in symmetrical and non-symmetrical shapes from different using various bases of support;	3.1.D. demonstrate moving in and out of a balanced position with control.	WG C: 4.1.G. transfer weight along and over equipment with good body control.	5.1.D. applies demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates	<u>WG D</u> 5.1.D. applies controlled balance in a dynamic setting	<u>WG D</u> 5.1.D. applies controlled balance in a dynamic setting	<u>WG D</u> 5.1.D. applies controlled balance in a dynamic setting	Consistant VA
	(B)		<u>WG C: 1.1.C.</u> demonstrate control in balancing and traveling activities	2.1.E. demonstrate balance with a partner in symmetrical and non-symmetrical shapes from different using various bases of support;							1.1.C. – was not included in Group A recommendations and is appropriate for strand.
		WGD: K.1.D. maintain balance while bearing weight on a variety of body parts	1.1.D. demonstrate the ability to work with a partner such as leading and following								1.1.D.- doesn't apply in this strand. 4.1.G.- was not included in Group A recommendations and is 5.1.D.- increases rigor as allows for student decision making 2.1.E.- e.g. body positions/shapes and/or equipment.
Bending, stretching, twisting, and curling	(C)	<u>WG D K.1.C.</u> Demonstrates non-locomotor movements including bend, stretching, twisting, and curling	<u>WG D K.1.C.</u> Demonstrates non-locomotor movements including bend, stretching, twisting, and curling WGD demonstrates twisting, curling, bending and stretching exercises.	<u>demonstrates differences among twisting, curling, bending and stretching exercises</u>	<u>combines twisting, curling, bending and stretching in balancing activities</u>	<u>combines applies twisting, curling, bending and stretching in balancing activities</u>	<u>combines performs twisting, curling, bending and stretching in balancing activities.</u>	<u>WG D</u> combines twisting, curling, bending and stretching in balancing activities.	<u>WG D</u> combines twisting, curling, bending and stretching in balancing activities.	<u>WG D</u> combines twisting, curling, bending and stretching in balancing activities.	Created due to grade level gap. Added 6-8 to this document to streamline VA

Strand: Movement Skills

Substrand: Non-locomotor skills

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
		K.3.C. Participate in appropriate exercises for flexibility in shoulders, legs and trunk	1.1.C. demonstrate control in balancing and traveling activities;		3.3.C. participate in appropriate exercises for developing flexibility						<p>K.1.C- words not needed due to topic title</p> <p>K.3.C – doesn't belong in this strand.</p> <p>1.1.C- doesn't belong in this strand</p> <p>3.3 C- doesn't belong in this strand.</p>
Combinations of non-locomotor and manipulatives				2.1.C. combine shapes, levels, and pathways into simple sequences		4.1.C. combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;	<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>5.1.B. demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop step jump</p>				<p>TEKs Guide Resource- such as bean bags, exercise bands, balls, hula hoops, scarves, stability ball</p> <p>5.2A- doesn't belong in strand.</p> <p>5.1 B- doesn't belong in strand.</p>

Strand: Movement Skills											
Substrand: Manipulative Skills											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
	KS	<u>The physically literate individual applies movement concepts and principles to the learning and development of Manipulative skills.</u>									
Throwing <u>and catching</u>	(A)	K.1.H. self toss a ball and catch it before it bounces twice.	1.1.H. demonstrate on-cue <u>some</u> key elements in overhand throw, underhand throw, and catch.	<u>WG D</u> 1.1.H. demonstrate on-cue <u>some</u> key elements in overhand throw, underhand throw, and catch.	<u>WG C</u> 3.1.J. demonstrate <u>most</u> key elements in manipulative skills- such as underhand-throwing, overhand-throw, and kick such as- position your side to the target	<u>WG C</u> 4.1.K. demonstrate key elements in throwing and catching in dynamic activities manipulative skills- such as volleying-, hand dribble, foot dribble, punt, and striking with body part, racquet, or bat.	5.1.K. demonstrate competence <u>executes</u> <u>key elements</u> in <u>throwing and catching</u> <u>manipulative skills</u> in dynamic <u>activities</u> <u>situations- such as overhand-throw, catch, shooting, hand-dribble, foot dribble, kick, and striking- activities such as- hitting a softball.</u>	<u>WG D</u> 5.1.K demonstrates key elements in throwing and catching in dynamic activities situations- such as- overhand throw-, catch, shooting, hand-dribble, foot dribble-, kick, and striking- activities such as- hitting a softball.	<u>WG D</u> 5.1.K apply key elements in throwing and catching in dynamic activities with distance and accuracy situations- such as- overhand throw-, catch, shooting, hand-dribble, foot dribble-, kick, and striking- activities such as- hitting a softball.	<u>WG D</u> 5.1.K apply key elements in throwing and catching in dynamic activities with distance and accuracy situations- such as- overhand throw-, catch, shooting, hand-dribble, foot dribble-, kick, and striking- activities such as- hitting a softball.	Combined both Topics, throwing and catching because the SE are very similar..... Changed on cue to some to allow more flexibility of SE.....2.2.A does not fit?.....changed verbs to VA
Dribbling	(B)	<u>WGD: explore hand dribbling & foot dribbling</u>	<u>WG D: explore hand dribbling & foot dribbling</u>	2.1.N. demonstrate on-cue, some key elements of hand dribble, <u>and</u> foot dribble, kick and strike such as striking balloon or ball with hand,	3.1.J. demonstrate <u>most</u> key elements in <u>hand dribbling and foot dribbling</u> manipulative skills- such as underhand-throw, overhand-throw, catch, and kick such as position your side to the target.	4.1.K. demonstrate key elements in hand dribble <u>dribbling and foot dribbling</u> <u>in dynamic activities</u> manipulative skills- such as volleying-, hand dribble, foot dribble, punt, and striking with body part, racquet, or bat.	5.1.K. demonstrate competence in <u>hand dribbling and foot dribbling</u> manipulative skills in dynamic <u>activities</u> situations- such as- overhand throw-, catch, shooting, hand-dribble, foot dribble-, kick, and striking- activities such as- hitting a softball.	<u>WG D</u> 5.1.K demonstrates key elements in hand dribble and foot dribbling in dynamic activities	<u>WG D</u> 5.1.K apply key elements in hand dribbling and foot dribbling in dynamic activities with control	<u>WG D</u> 5.1.K apply key elements in hand dribbling and foot dribbling in dynamic activities with Control while preventing an opponent from stealing the ball	

Strand: Movement Skills											
Substrand: Manipulative Skills											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Kicking/Punting	(C)	<u>WG D attempts to kick a stationary ball from a static position</u>	<u>WG D attempts to kick a stationary ball from a static position</u>	2.1.N. demonstrate on cue ; Approaches a stationary ball using key elements of hand dribble, foot dribble, kicking and strike such as striking balloon or ball with hand,	3.1.J. demonstrate continuously approach a stationary ball using key elements in <u>kicking and punting</u> manipulative skills such as underhand throw, overhand throw, catch, and kick such as <u>position your side to the target.</u>	4.1.K. demonstrate continuously approach a stationary or rolling ball using key elements in <u>kicking and punting</u> hand dribble in dynamic activities manipulative skills such as volleying, hand dribble, foot dribble, punt, and striking with body part, racquet, or bat.	5.1.K. demonstrate continuously approach a stationary or rolling ball using key elements in <u>kicking and punting</u> manipulative skills in dynamic activities situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.	<u>WG D</u> 5.1.K demonstrates mature pattern in key elements of Kicking and punting in dynamic activities	<u>WG D</u> 5.1.K apply key elements in Kicking and punting in dynamic activities with control, distance and accuracy	<u>WG D</u> 5.1.K apply key elements in Kicking and punting in dynamic activities with Control while preventing an opponent from stealing or blocking the ball	WGD added back in the punting terminology for better skill alignment.
Volleying	(D)	<u>volleys a lightweight object to self such as balloon, beach ball or foam ball</u>	<u>volleys a lightweight object to self such as balloon, beach ball or foam ball</u>	2.1.N. demonstrate on cue ; key elements of <u>volleying with consecutive hits</u> hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand,	3.1.J. demonstrate key elements in <u>volleying with consecutive hits</u> manipulative skills such as underhand throw, overhand throw, catch, and kick such as <u>position your side to the target.</u>	4.1.K. demonstrate key elements in <u>volleying with consecutive hits to a wall, to a partner, or over an object/net</u> hand dribble foot dribble in dynamic activities manipulative skills such as volleying, hand dribble, foot dribble, punt, and striking with body part, racquet, or bat.	5.1.K. continuously use key elements in volleying with consecutive hits to a wall, to a partner, or over an object/net	<u>WG D</u> 5.1.K continuously use key elements in volleying with consecutive hits to a wall, to a partner, or over an object/net	<u>WG D</u> 5.1.K apply key elements in volleying with consecutive hits to a wall, to a partner, or over an object/net with accuracy in small sided games or activities	<u>WG D</u> 5.1.K apply key elements in volleying with consecutive hits to a wall, to a partner, or over an object/net with accuracy in small sided games or activities	

Strand: Movement Skills											
Substrand: Manipulative Skills											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Striking	(E)	<u>WG D explore elements of striking using a lightweight object or hand</u>	<u>WG D explore elements of striking using a short handled implement or hand</u>	2.1.N. demonstrate on cue, key elements of <u>striking an object with a short or long handled implement including hitting a ball off an object such as a tee or a cone</u> hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand,	3.1.J. demonstrate consistent key elements in <u>striking an object with a short or long handled implement including hitting a ball off an object such as a hockey stick, golf club, or bat</u> manipulative skills such as underhand throw, overhand throw, catch, and kick such as position your side to the target.	4.1.K. demonstrate consistent key elements in <u>striking an object with a short or long handled implement including hitting a ball off an object such as a hockey stick, golf club, or bat</u> hand dribble foot dribble in dynamic activities such as volleying, hand dribble, foot dribble, punt, and striking with body part, racquet, or bat.	5.1.K. demonstrate competence in strike <u>a stationary or moving ball with a short or long handled implement including hitting a moving ball such as a hockey stick, golf club, or bat</u> manipulative skills in dynamic activities situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.	<u>WG D</u> 5.1.K. demonstrates key elements of striking an object with an implement in dynamic activities	<u>WG D</u> 5.1.K demonstrates key elements of striking an object with an implement in dynamic activities with distance and accuracy	<u>WG D</u> 5.1.K apply key elements of striking an object with an implement in dynamic activities with distance and accuracy in small games setting	
Jumping rope	(F)	<u>Jumps with a self-turned rope</u> <u>WG D</u> explore jumping patterns over an object such as rope, hoop, or line.	<u>WG D</u> jumps consecutively with a self-turned rope.	<u>jumps consecutively with a self-turned rope using a basic variety of jumps.</u>	3.1.J. demonstrate key elements while practicing in of <u>intermediate skills with an individual or long rope</u>	<u>4.1.J. travel into and out of a rope turned by others without hesitating; and</u>	5.1.J. demonstrate key elements while performing in of advanced skills with an individual or long rope jump rope using various rhythms and foot patterns	<u>WG D</u> applies jump rope skills to a variety of fitness related activities such as agility, speed, and endurance	<u>WG D</u> applies jump rope skills to a variety of fitness related activities such as agility, speed, and endurance	<u>WG D</u> applies jump rope skills to a variety of fitness related activities such as agility, speed, and endurance	
		<u>Turns a long rope</u>	<u>1.1.G. jump</u> <u>Turn a long rope consecutively for a jumper; and</u>	<u>Able to turn and jump a long rope.</u>		4.1.K. demonstrate key elements while performing in of <u>intermediate skills or routines with an individual or long rope</u>	<u>Creates a jump rope routine with long or short jump ropes.</u>				

Strand: Movement Skills												
Substrand: Manipulative Skills												
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments	
Combination of locomotor, non-locomotor and manipulatives	(I)			2.1.C combine shapes, levels, and pathways into simple sequences using manipulatives.	Combines traveling with manipulative skills such as dribbling, throwing, catching and striking in dynamic activities.	WG C: 4.2.A identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;	5.2.A. identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;				Recommended by Nationals...WG D merged into multiple areas to streamline scaffolding WG D recommends to WG E address SE Movements Patterns	
					Performs a sequence of locomotor skills, with a smooth transition from one skill to another.	Applies traveling with manipulative skills such as dribbling, throwing, catching and striking in teacher and/or student designed activities.	Combines jumping and landing patterns with locomotor and manipulative skill in a variety activities or games environments				Developmentally appropriate/emerging outcomes first appear in Grade 3 Moved from jumping and landing topic	
					combine shapes, levels, and pathways into simple sequences using manipulatives with a partner	4.1.C. combine shapes, levels, and pathways and locomotor patterns smoothly into repeatable, complex sequences using manipulatives.						Work group recommended combining/editing the three sub strands related to manipulative skills in to one. They will need to be reviewed, edited, and streamlined by the next
							4.1.B. catch and throw an object while traveling such as catch a football pass on the run;	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; and				

Strand: Movement Skills											
Substrand: Manipulative Skills											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Combination of locomotor, non-locomotor and manipulatives	(J)					WG C: 4.2.B. identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;	WG C: 5.2.C. choose appropriate drills/activities to enhance the learning of a specific skill.				
						WG C: 4.2.C. make appropriate changes in performance based on feedback; and	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.				
						4.2.D. describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.					

Strand: Movement Skills

Substrand: Manipulative Skills

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
			<i>WG C: 1.2.A. demonstrate recognize that motor skill development requires correct practice; and</i>	<i>WG C: 2.2.A. demonstrate recognize that attention to the feeling of movement is important in motor skill development; and</i>	<i>WG C: 3.2.B. know that discuss how practice, attention and effort are required to improve skills.</i>	<i>WG C: 4.2.A. identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;</i>	<i>WG C: 5.2.A. identify common phases such as preparation, movement, follow through, or recovery in sports skills a variety of movement skills such as tennis serve, handstand, and free throw ;</i>				
		<i>Taps a ball using the inside of the foot, sending it forward. Dribbles a ball with one hand, attempting the second contact.</i>	<i>Approaches a stationary or rolling ball and kicks it forward, Taps or dribbles a ball using the inside of the foot while walking in general space. Dribbles continuously in self space using the preferred hand.</i>	<i>2.1.M. jump a self turned rope repeatedly; and</i>							

Strand: Movement Patterns												
Substrand: Spatial/Body Awareness												
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments	
	KS	<u>The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</u>									Clarification-Outcome statement for KS.	
		The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms-										
Speed and force	(A)	Travels in general space with different speeds-	Differentiates between fast and slow speeds-	Differentiates between strong and light force-	<u>varies movement concepts (direction, levels, force, time) with skills as directed by the teacher.</u>	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher-	<u>applies the movement concepts of speed, endurance and pacing in a variety of activities.</u> <u>Applies the concepts of direction and force such as striking an object toward a target.</u>		WGC: Demonstrate appropriate generation of speed and force in locomotor skills	WGC: 7.1(C) apply appropriate generation of speed and force of locomotor skills in dynamic settings	WGC: 8.1(C) apply appropriate generation of speed and force of locomotor skills in dynamic settings	VA-No TEK identified.....WG D recommends WG E combining all topics to scaffold to fit vocabulary terms as needed and align according to national standards
Speed and force	(B)						<u>applies running for distance</u>	5.1.C demonstrate attention to form, power, accuracy, and follow through in performing movement skills <u>apply appropriate pacing for a variety of running distances</u>				Moved from locomotor skills topic to speed and force to align SE
								<u>analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in a variety activities or games environments.</u>				

Strand: Movement Patterns											
Substrand: Spatial/Body Awareness											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Pathways, shapes, levels, and Spatial awareness	(C)	<u>K.1.A. travel in different ways in a large group without bumping into others or falling</u>	1.1.A. demonstrate an awareness of personal and general space while moving at different <u>speeds and directions</u> and levels such as high, medium, and low	2.1.A. travel independently in a large group while safely and quickly changing speed and direction <u>demonstrates locomotor movement skills safely in general space</u>	3.1.A. travel using movement skills forward, sideways, and backwards <u>with variety of speeds and directions</u> and change direction quickly and safely in dynamic activities <u>situations</u>	4.1.A. demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations <u>applies the concept of open spaces to combination skills in dynamic activities</u> 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 and safely in dynamic activities <u>situations</u>	5.1.A. demonstrate <u>applies appropriate use of levels space in game environments or dynamic movement situations</u> activities such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponen <u>WG D</u> 3.1.A. travel using movement skills such as forward, sideways, and backwards with variety of speeds and directions and change direction quickly and safely in dynamic activities <u>situations</u>				2.1.A. – repetitive, no advancement in 2 nd grade 4.1.A. – no advancement in SE. Doesn't belong in space topic. Grade 2 and 4 SE came from National Standards
Pathways, shapes, levels, and Spatial awareness	(D)	<u>travels in different pathways and levels</u>	1.1.A. demonstrates <u>an awareness of personal and general space while moving at different directions</u> pathways and levels such as high, medium, and low	2.1.A. travel independently in a large group while safely and quickly changing speed and direction <u>2.1.C. combine shapes, levels, and pathways into simple sequences</u>	<u>4.1.C. combine shapes, levels, and pathways into repeatable sequences and locomotor patterns smoothly into repeatable sequences</u>	<u>applies appropriate use of pathways and levels in dynamic activities</u>	<u>demonstrate appropriate use of pathways and levels in game environments or dynamic activities</u>				Kindergarten SE came from National Standards 2.1.A. repeated SE, appears in Speed, Direction, and Force Topic No 3 rd grade SE -taken from 4.1.C

Strand: Movement Patterns											
Substrand: Spatial/Body Awareness											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Speed, direction, and force	(E)	<p>K.1.B. demonstrate clear contrasts between slow and fast movement when traveling</p> <p>K.1.B. demonstrate travels at different speeds and directions clear contrasts</p> <p>K.1.F. demonstrate a variety of <u>directional</u> relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;</p> <p>K.1.G. roll sideways (right or left) without hesitating; and</p>	<p><u>demonstrates differences in speed, direction, and force</u></p> <p><u>demonstrates differences in a variety of directional relationships</u></p>	<p><u>varies speed, direction, and force with gradual increases and decreases</u></p> <p>2.1.C. combine shapes, levels, and pathways into simple sequences;</p> <p>2.1.F. demonstrate a variety of <u>directional</u> relationships in dynamic <u>activities movement situations such as under, over, behind, next to, through, right, left, up, or down;</u></p>	<p><u>combines speed, direction, and force, with skills as</u></p>	<p>4.2.B. identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;</p> <p><u>applies speed and direction in pacing for running</u></p>	<p><u>applies speed, direction, and force to strategy in game</u></p>				<p>K.1.B. appropriate in Speed topic</p> <p>4.2.B. not aligned, moved to Combination topic</p> <p>Grades 1-5 are from the National Standards</p> <p><i>Reworded from</i></p> <p>2.1.C. Moved to Pathways, Shapes, and Levels Topic to align.</p> <p>K.1.F. Making clear and concise</p> <p>Grade 1 came from National Standards</p> <p><i>Reworded from</i></p> <p>2.1.F. aligned with speed, direction, and force.</p>

Strand: Movement Patterns											
Substrand: Spatial/Body Awareness											
Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Combinations	(F)					4.2.B. identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;	5.2.B. identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and				4.2.B. and 5.2.B. are a better fit for the Performance Strategies Strand in the Strategies/Tactics/Practice and performance
Combinations	(G)	Rolls sideways in a narrow body shape.	Rolls with either a narrow or curled body. 1.1.H. demonstrate on cue key elements in overhand throw, underhand throw, and catch.	Rolls in different directions with either a narrow or 2.1.N. demonstrate on cue key elements of hand-dribble, foot-dribble, kick and strike such as striking balloon or ball with hand-	3.1.J. demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.	4.1.K. demonstrate key elements in manipulative skills such as volleying, hand-dribble, foot-dribble, punt, striking with body part, racquet, or bat.	5.1.K. demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand-dribble, foot-dribble, kick, and striking activities such as hitting a softball; and				Kindergarten-Grade 2 are from the National Standards 1.1.H. – repeated SE, more appropriate in Throwing topic 2.1.N., 3.1.J., 4.1.K., 5.1.K.– overuse and more appropriate in Manipulative topic areas.

Strand: Movement Patterns

Substrand: Rhythm and Dance

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
	KS	Movement. The <u>physically literate</u> student demonstrates competency in <u>a variety of motor skills</u> and <u>fundamental</u> movement patterns and proficiency in a few specialized movement forms.									WG C recommends combining topics of patterns, beat, tempo, and rhythm because they are
Patterns, beat, tempo, and rhythm	(A)	Move in personal space to a rhythm. (S2.E1.Kb)	1.1.D. demonstrate the ability to work with a partner such as leading and following; Move in self-space and general space in response to designated beats or rhythms. (S2.E1.1) 1.1.E. clap in time to a simple rhythmic beat;	Combine locomotor skills in general space to a rhythm. (S2.E1.2) Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. (S1.E5.2) 2.1.K. walk in time to a 4/4 underlying beat;	Perform a teacher and/or student designed rhythmic activity with correct response to simple rhythms. (S1.E5.2) 2.1.H. clap echoes in a variety of one measure rhythmical patterns;	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.	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	Rationale – from national standards and an essential skill 1.1.D and 2.1.J moved to mirroring/following/leading Deletions rationale-Covered in terminology of new SEs.
Beat/tempe/ rhythm											
Mirroring/following /leading	(A)	<u>demonstrate the ability to mirror or follow teacher movement.</u>	1.1.F. create and imitate movement in response to selected rhythms; <u>1.1.D. demonstrate the ability to work with a partner such as leading and following;</u>	<u>2.1.L. perform rhythmical sequences such as simple folk, creative, and ribbon routines;</u> <u>2.1.J. demonstrate the ability to mirror a partner;</u>	3.1.I. demonstrate various step patterns and combinations of movement in repeatable sequences <u>with a partner;</u> and	<u>4.1.H. create a movement sequence with a beginning, middle, and end;</u> 4.1.I. perform basic folk-dance steps <u>with a partner such as grapevine, schottische, and step together step.</u>	5.1.I. perform selected <u>advanced</u> folk dances <u>with a partner;</u> 5.1.H. demonstrate the ability to contrast a partner's movement;	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.	Rationale – New SE for kinder and grade one from national standards and an essential skill 1.1.D. and 2.1.J. moved from patterns, beat, tempo, and rhythm 2.1.L. and 4.1.H. moved to combinations topic.

Strand: Movement Patterns

Substrand: Rhythm and Dance

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Combinations	(B)	<p>K.1.A. travel in different ways in a large group without bumping into others or falling;</p> <p>performs locomotor skills in response to teacher-led creative dance.</p>	<p>1.1.A. demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;</p> <p>combines locomotor and non-locomotor skills in a teacher-designed dance.</p>	<p>2.1.A. travel independently in a large group while safely and quickly changing speed and direction;</p> <p>2.1.L. perform rhythmical sequences such as simple folk, creative, and ribbon routines;</p>	<p>3.1.I. demonstrate various step patterns and combinations of movement in repeatable sequences with a partner;</p>	<p>4.1.H. create a movement sequence with a beginning, middle, and end;</p>	<p>Create and teach a movement sequence</p>	<p>WG C: 6.1C perform rhythmic patterns that combine locomotor and non-locomotor movements into sequences.</p>	<p>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;</p>	<p>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;</p>	<p>2.1.L and 4.1.H moved from mirroring/following/leading</p>

