

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills (TEKS)

Physical Education, Social and Emotional Health 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 social and emotional health 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).

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: Social and emotional health

Substrand: Sportsmanship

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
	KS	The physically literate student should know how to respond to class expectations and procedures.									
Protocols and etiquette	(A)	<p>K.5.A. use equipment and space properly;</p> <p>K.5.E. explain appropriate reactions during emergencies in physical activities.</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>K.6.A. respond Demonstrate the skill of starting and stopping to a signal. appropriately to starting and stopping signals;</p>	<p>WG D Demonstrate the established protocols for emergencies</p> <p>1.6.A. demonstrate starting and stopping signals; 1.6.A. respond Demonstrate the skill of starting and stopping to a signal.</p>	<p>2.5.A. use equipment and space safely and properly;</p> <p>2.5.B. select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>WG D Demonstrate the ability to follow rules and procedures</p>	<p>3.7(6).A. Demonstrate the ability to follow rules and procedures and etiquette;</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>WG D Demonstrate the established classroom expectations, and procedures, that are safe and effective</p>	<p>4.6.A. distinguish Differentiate between compliance and noncompliance with rules and regulations;</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>4.7.A. follow rules, procedures, and etiquette;</p> <p>4.7.B. respond to winning and losing with dignity and understanding;</p>	<p>5.5.A. use equipment safely and properly;</p> <p>5.7.A. follow rules, procedures, and etiquette;</p> <p>WG D Differentiate between compliance and noncompliance with rules and regulations;</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>WG D participate in establishing classroom</p>	<p>6.7.C. identify and follow rules while playing sports and games including decisions made by game officials.</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>WG D Differentiate between compliance and noncompliance with rules and regulations;</p>	<p>7.6.A. distinguish between compliance and noncompliance with rules and regulations and apply agreed upon consequences when officiating rules and regulations</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>WG D participate in establishing classroom expectations, and procedures, that are safe and effective</p>	<p>8.6.A. distinguish between compliance and noncompliance rules and regulations and apply agreed upon consequences when officiating rules and regulations.</p> <p>WG D Demonstrate the established protocols for emergencies</p> <p>WG D participate in establishing classroom expectations, and procedures,</p>	<p>K.5, 1.5, 5.5A is already listed in Environmental awareness and safety practices/Health and Physical Activities/Fitnes</p> <p>2.5.B - already listed in Environmental awareness and safety practices/Health and Physical Activities/Fitnes</p> <p>K.5E removed and then added and reworded because of today's world for emergency situations.</p> <p>K.6.A, 1.6A reworded to show demonstration of skill and specificity</p> <p>The word "Etiquette" is not needed and implied in the Topic of "Working with Others"</p> <p>3.7A to 3.6A to align with K and 1.6A and added new TEK to 2nd</p>

Strand: Social and emotional health

Substrand: Sportsmanship

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
		<p>K.6.B. demonstrate the ability to play within boundaries during games and activities.</p> <p><u>WG D Demonstrate the established classroom expectations, and procedures, that are safe and effective</u></p>	<p>1.6.B. explain <u>Demonstrate the ability to play within boundaries and follow rules for simple games during activities</u></p> <p>1.7.A. follow directions and apply safe movement practices;</p> <p>1.7.B. interact, cooperate, and respect others;</p> <p><u>WG D Demonstrate the established classroom expectations, and procedures, that are safe and effective</u></p>	<p>2.7.B. treat others with respect during play.</p> <p><u>WG D Demonstrate the established classroom expectations, and procedures, that are safe and effective</u></p>		<p>4.7.D. demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p> <p><u>WG D Demonstrate the established classroom expectations, and procedures, that are safe and effective</u></p>	<p><u>expectations, and procedures</u></p>	<p>6.7.E. accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice;</p> <p>6.7.A. participate in establishing <u>classroom expectations, and procedures, and etiquette that are safe and effective for specific activity situations;</u></p>	<p><u>WG D identify and follow rules while playing sports and games including decisions made by game officials.</u></p>	<p><u>that are safe and effective</u></p>	<p>grade for vertical alignment</p> <p>Changing from “distinguishing” to “differentiate” for progression to higher level of application</p> <p>Deleted 4:7A and 5.7A because they were included in 4.6A. 5.6A, and 6.6A, and for streamline with alignment of TEKS.</p> <p>Edited 7.6A and 8.6A to streamline TEKS, allow student to apply and vertically align TEKS</p> <p>K.6.B – Omitted “games and” because a game is an activity – Streamlined</p> <p>1.6.B – Edited to coincide with Kindergarten and be emerging but add</p>

Strand: Social and emotional health

Substrand: Sportsmanship

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
											another level for 1 st grade 1.7A – Already addressed in 1.6A – and in the Physical Fitness Strand 1.7B and 2.7B – Duplicate Moved 4.7B to Topic “Working with Others” Moved 4.7.D to Topic “working with Others” with edits Moved 6.7.E to Topic “Working with Others” with edits WG D participate in establishing classroom expectations, and procedures, that are safe and effective – Placed in 5 th , 7 th , and 8 th from 6 th grade for vertical alignment WG D Demonstrate the established classroom expectations, and

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Substrand: Sportsmanship

Topics	KS/ SE	K	1	2	3	4	5	6	7	8	Comments
											<u>procedures, that are safe and effective</u> - Added to K – 3 rd for vertical alignment
	KS	<u>The physically literate student should know how to demonstrate respectful and responsible behaviors when working with others</u>									

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Strand: Social and emotional health

Substrand: Sportsmanship

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Working with Others <ul style="list-style-type: none"> • Cooperation • Conflict Resolution • Problem Solving (group setting) • Collaboration 	(B)	K.7.B. <u>Demonstrate cooperation skills</u> in a-group setting in cooperation with others; K.7.C. Share space and equipment with others. WG D <u>Demonstrate respect through words and actions</u>	1.7.B. interact, cooperate, and respect others; WG D <u>Demonstrate respect through words and actions</u> WG D <u>Demonstrate cooperation skills in a group setting</u> 1.7.C. resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.	2.7.B. treat others with WG D <u>Demonstrate respect through words and actions during activity play.</u> WG D <u>resolve conflicts in socially acceptable ways</u> WG D <u>Demonstrate cooperation skills in a group setting</u>	3.7.C. accept and respect differences and similarities in physical abilities of self and others. WG D <u>Demonstrate cooperation skills in a group setting</u> WG D <u>Demonstrate respect through words and actions during activity</u> WG D <u>resolve conflicts in socially acceptable ways</u>	4.7.B. <u>respond to winning and losing with dignity and understanding;</u> WG D <u>Demonstrate the ability to accomplish group goals in both cooperative and competitive activities</u> 4.7.D. <u>demonstrate effective communication to enhance healthy interactions</u> 4.7.? (Intended to be new SE) <u>Demonstrate consideration empathy and</u>	5.6.B. explain the concept and importance of team work. WG D <u>Demonstrate the ability to accomplish group goals in both cooperative and competitive activities</u> 5.7.B. use sportsmanship demonstrate effective communication to enhance healthy interactions skills for when settling disagreements in socially acceptable ways such as	6.7.D. accept decisions made by game officials such as student, teachers, and officials outside the school; WG D <u>Demonstrate the ability to accomplish group goals in both cooperative and competitive activities</u> 6.7.B. WG D <u>demonstrate effective communication to enhance healthy interactions when settling disagreements handle conflicts that</u>	7.7.B. work cooperatively <u>Apply effective communication skills to accomplish in a group to achieve group goals in both competitive as well as and cooperative activities without confrontation</u> 7.7.C. accept decisions made by game officials such as student, teachers, and officials outside the school;	8.7.B. work cooperatively <u>Apply effective communication skills to accomplish in a group to achieve group goals in both competitive as well as and cooperative activities without confrontation</u> 8.7.D. accept decisions made by game officials including student, teachers, and officials outside the school; 8.7.A. solve problems in physical group activities by analyzing	4.7B moved from Topic "Protocol" 4.7.D moved from Topic "Protocol" with edits. – Purple was the moved part, green was the added and red removed from TEK – Second part of TEK made into its own TEK 6.7.E moved from Topic "Protocol" with edits – Divided SE into two parts and moved last part to Topic "Perseverance" 7.7B – Edited for vertical alignment 7.7C was moved from Topic of "Working with others" and moved to Topic "Protocol" with edits.

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Substrand: Sportsmanship

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
						<p><u>mutual</u> respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate</p>	<p>remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all;</p> <p><u>WG D</u> <u>Demonstrate consideration empathy and mutual respect for the feelings of others</u></p> <p>5.7.C. describe how physical activity with a partner or partners others can increase motivation and enhance safety.</p>	<p>arise with others without confrontation</p> <p>6.7.A. participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations;</p> <p>6.7.E. accept successes and performance limitations of self and others, by exhibit ing appropriate responses, and recognize that improvement is possible with appropriate practice;</p>		<p>causes and potential solutions;</p>	<p>K.7.B – Streamlined</p> <p>Add Respect SE to align with 1.7B and 1.7B was reworded to streamline with new K SE</p> <p>2.7B – Edited to streamline with K and 1st</p> <p>1.7C also moved to 2nd grade to align vertically</p> <p>Created Cooperation SE for second grade to align with K and 1st</p> <p>3.7C is duplicated in Self-Efficacy and belongs in that Topic</p> <p>WG D – added the word both, cooperative, competitive for 4th, 5th, and 6th grade SE – for statutory requirements TEC29.906 and progress to maturing level</p>

Strand: Social and emotional health

Substrand: Sportsmanship

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
								<p><u>WG D Demonstrate consideration empathy and mutual respect for the feelings of others</u></p>			<p><u>WG D Demonstrate the ability to accomplish group goals in both cooperative and competitive activities</u> – Copied and pasted to 5th and 6th for continuity and streamlining</p> <p>5.7D – Edited by adding WG D from 4th grade and removing parts of the TEKS</p> <p><u>WG D Demonstrate consideration empathy and mutual respect for the feelings of others –</u> Added to 5th and 6th grades for continuity and vertically align</p> <p>6.7D removed to streamline and was included in the Topic “Protocol”</p>

Strand: Social and emotional health

Substrand: Sportsmanship

Topics	KS/ SE	K	1	2	3	4	5	6	7	8	Comments
											<p>6.7B added to vertically align with 4th and 5th grades</p> <p>6.7A is being move from “Working with others” to Topic “Protocol” with edits</p> <p>7.7C is being moved from Topic of “Working with others” and being moved to Topic “Protocol” with edits.</p> <p>Remove 8.7C and move 7.7C to Grade 8 with edits</p>

Strand: Social and emotional health

Substrand: Self-efficacy

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
Perseverance	KS	<u>The physically literate student should know how to apply self-management skills to persevere through challenges.</u>									
Perseverance	(A)	<u>WG D</u> <u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	<u>WG D</u> <u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	<u>WG D</u> <u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	3.7.B. persevere when not successful in spite of obstacles, difficulties and frustration on the first try in learning <u>movement skills; when learning</u>	<u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	<u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	<u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	<u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	<u>persevere when not successful in spite of obstacles, difficulties, and frustration when learning</u>	6.7E moved from Topic “working with others” 3.7B – WG D for K, 1 st , 2 nd , 4 th , 5 th , 6 th for vertical alignment WG D – Challenge put in from SHAPE standards to align with Perseverance – Felt strongly that is valuable for 6 th , 7 th , and 8 th . (S5.M3.9.8) 6.2A – Not Needed
		<u>WGD</u> <u>Recognizes and accept that some physical activities are challenging</u>	<u>WGD</u> <u>Recognizes and accept that challenges in physical activities can lead to success</u>	<u>WGD</u> <u>Recognizes and accept physical activities that bring confidence and challenges</u>	<u>WGD</u> <u>Recognizes and accept the challenges that come from learning a new activity</u>	<u>WGD</u> <u>Recognizes and accept individual challenges and uses self-management skills to cope in a positive way</u>	<u>WGD</u> <u>Recognizes and accept individual challenges and uses self-management skills to cope in a positive way</u>	<u>WGD</u> <u>Applies a plan of action and makes effective decisions when faced with challenges</u>	<u>WGD</u> <u>Applies a plan of action and makes effective decisions when faced with challenges</u>	<u>WGD</u> <u>Applies a plan of action and makes effective decisions when faced with challenges</u>	
								6.2.A. know that appropriate practice in			

Strand: Social and emotional health

Substrand: Self-efficacy

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
								<p>static and dynamic setting; attention, and effort are required when learning movement skills;</p> <p>(6.7E) recognize that improvement is possible with appropriate practice;</p>			
Accepting and providing constructive feedback	KS	<p><u>The physically literate student should know how to accept feedback appropriately to improve performance and behavior</u></p>									
Accepting and providing constructive feedback	(B)	<p><u>WG D</u> Listen respectfully and respond appropriately to corrective feedback</p>	<p><u>WG D</u> Listen respectfully and respond appropriately to corrective feedback</p>	<p><u>WG D</u> Listen respectfully and respond appropriately to corrective feedback</p>	<p><u>WG D</u> Listen respectfully and make appropriate changes in performance based on feedback</p>	<p>4.2.C. <u>Listen respectfully</u> and make appropriate changes in performance based on feedback</p>	<p><u>WG D</u> <u>Listen respectfully</u> and make appropriate changes in performance based on feedback</p>	<p>6.2.B. <u>Listen respectfully and</u> make appropriate changes in performance based on feedback to improve skills;</p>	<p>7.2.E. <u>Listen respectfully and</u> make appropriate changes in performance based on feedback;</p>	<p>8.2.E. <u>Listen respectfully-and</u> make appropriate changes in performance based on feedback;</p>	<p>“Listen respectfully” TEK is now vertically aligned with Texas and SHAPE standards</p>

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Substrand: Self-efficacy

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
									7.7.D- use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams;	8.7.E- use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams.	7.7D and 8.7E not needed – Addressed above
Acceptance of self and others	KS	<u>The physically literate student should know how to demonstrate respect for self and others</u>									
Acceptance of self and others	(C)	<u>WG D accept and respect differences and similarities in abilities of self and others.</u> <u>WG D Accept and take responsibility for personal actions</u>	<u>WG D accept and respect differences and similarities in abilities of self and others.</u> <u>WG D Accept and take responsibility for personal actions</u>	<u>WG D accept and respect differences and similarities in abilities of self and others</u> <u>WG D Accept and take responsibility for personal actions</u>	3.7.C. accept and respect differences and similarities in physical abilities of self and others. <u>WG D Accept and take responsibility for personal actions</u>	<u>WG D accept and respect differences and similarities in abilities of self and others.</u> <u>WG D Accept and take responsibility for personal actions</u>	<u>WG D accept and respect differences and similarities in abilities of self and others.</u> <u>WG D Accept and take responsibility for personal actions</u>	<u>WG D accept and respect differences and similarities in abilities of self and others.</u> <u>WG D Accept and take responsibility for personal actions</u> 6.4.I. recognize that idealized images of the human body	<u>WG D accept and respect differences and similarities in abilities of self and others.</u> <u>WG D Accept and take responsibility for personal actions</u>	<u>WG D accept and respect differences and similarities in abilities of self and others.</u> <u>WG D Accept and take responsibility for personal actions</u>	Accept and respect TEK added to all to vertically align TEK 6.4.I removed because it is addressed in Health WG D Id causes to address today’s kids and vertically alignment

Strand: Social and emotional health

Substrand: Self-efficacy

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
								and performance as presented by the media may not be appropriate to imitate.			
Problem-solving (individual)	KS	<u>The physically literate student should know how to demonstrate problem solving skills by identifying the problem and generating solutions</u>									
Problem-solving (individual)	(D)	<u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u> <u>WG D Demonstrate self-control of impulses and emotions</u>	<u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u> WG D Demonstrate self-control of impulses and emotions	<u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u> WG D Demonstrate self-control of impulses and emotions	<u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u> WG D Demonstrate self-control of impulses and emotions	<u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u> WG D Demonstrate self-control of impulses and emotions	<u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u> WG D Demonstrate self-control of impulses and emotions	<u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u> <u>WG D Demonstrate self-control of impulses and emotions</u>	7.7.A. solve problems in physical activities by analyzing causes and potential solutions; <u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u>	8.7.A. solve problems in physical activities by analyzing causes and potential solutions; <u>WG D Identify causes of the problem and be a part of the solution</u> <u>WG D Acknowledge and Communicate feelings appropriately</u>	WG D Id causes to address today's kids and vertically alignment WG D Id causes to address today's kids and vertically alignment WG D Id causes to address today's kids and vertically alignment <u>WG D</u>

Strand: Social and emotional health

Substrand: Self-efficacy

Topics	KS/SE	K	1	2	3	4	5	6	7	8	Comments
									WG D Demonstrate self-control of impulses and emotions	WG D Demonstrate self-control of impulses and emotions	Demonstrate self-control of impulses and emotions or Use self-management skills to demonstrate self-control of impulses and emotions – MVP

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